

## AGENDA

**Monday, December 10, 2007  
11:00 a.m.**

**Clarion Townhouse Downtown  
Gervais Street, Columbia**

- |      |  |             |
|------|--|-------------|
| I.   | Welcome and Introductions  | Mr. Stowe   |
| II.  | Approval of the Minutes of the October 8, 2007 Meeting                 | Mr. Stowe   |
| III. | Subcommittee Reports   |             |
|      | A. Academic Standards and Assessments                                  | Mr. DeLoach |
|      | No report  |             |
|      | B. EIA and Improvement Mechanisms                                      | Mr. Daniel  |
|      | 1. Information: Update on the Funding Model                            |             |
|      | 2. Information: Report on the Retraining Grant Program                 |             |
|      | 3. Information: Research Design for Palmetto Priority Schools Project  |             |
|      | 4. Action: FY2008-2009 EIA and EAA Budget Recommendations              |             |
|      | C. Public Awareness  | Mr. Brenan  |
|      | No report  |             |
| IV.  | Fifth EOC Objective  | Mr. Stowe   |
|      | Action: Addition of objective to promote innovation and foster urgency |             |

Adjournment

**Members will then move to the *Where Are We Now?* Luncheon which begins at 1:00 p.m. in the Palmetto Ballroom of the Clarion Townhouse Downtown.**

Harold C. Stowe  
CHAIRMAN

Alex Martin  
VICE CHAIRMAN

Michael R. Brenan  
Bill Cotty

Robert C. Daniel  
Thomas O. DeLoach

Dennis Drew

Mike Fair  
Barbara B. Hairfield

Robert W. Hayes, Jr.

Buffy Murphy

Joseph H. Neal

Jim Rex

Neil C. Robinson, Jr.

Robert E. Walker

Kent M. Williams

Kristi V. Woodall

Jo Anne Anderson  
EXECUTIVE DIRECTOR

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Minutes of the Meeting**  
**October 8, 2007**

Members present: Mr. Stowe, Mr. Brenan, Rep. Cotty, Mr. Daniel, Mr. DeLoach, Mr. Drew, Senator Fair, Mrs. Hairfield, Senator Hayes, Rep. Neal, Mr. Robinson, Rep. Walker

I. Welcome and Introductions: Mr. Stowe welcomed members and guests to the meeting. He introduced Mrs. Barbara Hairfield, an educator appointed by the President Pro Tempore of the Senate and Dr. Katrina Greene, a new EOC staff person.

Rep. Walker requested a moment to thank EOC members and staff for their words of encouragement and support during his surgery and recovery.

Mr. Stowe announced the schedule for the December 10 meeting: 11:00 a.m.-Business Meeting; 1:00 p.m. – Where Are We Now luncheon. Both events are scheduled for the Clarion Townhouse.

II. Minutes of June 12 and August 13-14. Upon Mr. Robinson's motion and Mr. Daniel's second, the minutes of the June 12 and August 13-14 meeting were approved.

III. Subcommittee Reports

A. Academic Standards and Assessments: Mr. DeLoach reported on behalf of the subcommittee. Because there was not a quorum at the subcommittee meeting, Mr. DeLoach brought two matters without recommendation before the EOC.

(1) Mr. Potter outlined the issues related to the U. S. History and the Constitution end-of-course assessment. Members discussed the potential impact of student motivation, teacher response rates to the survey, instructional supports needed and the breadth and depth of material to be taught. Following discussion, Mr. DeLoach moved approval of the recommendations; Rep. Walker seconded and the motion passed.

(2) Mr. Potter outlined the issues regarding the SC Alternate Assessment. Members discussed the use of the scores in the district rating and Adequate Yearly Progress (AYP) designation. After discussion, Mr. DeLoach moved approval of the recommendations. The motion passed.

B. EIA and Improvement Mechanisms: Mr. Daniel reported on behalf of the subcommittee.

(1) Mr. Daniel provided information on the meeting of the subcommittee with Dr. Gary Henry, University of North Carolina-Chapel Hill. Dr. Henry, an advisor on the development and evaluation of the Child Development Education Program Pilot (CDEPP), discussed experiences with programs serving four year olds in Georgia, North Carolina and California. He outlined a series of research findings including those on heterogeneity of classrooms, teacher credentials and anticipated outcomes of the program.

(2) Mr. Daniel reviewed the current report on the Teacher Loan Program. Members questioned the strategies to encourage males and African-American students to participate in the program and if students had been denied loans because of appropriation limitations.

(3) Mr. Daniel reviewed the report of the Teacher Recruitment and Retention Task Force. Members discussed the recommendations, particularly the recommendation for mentoring and/or induction programs. Mr. Mark Bounds, Deputy Superintendent at the State Department of Education, responded to questions regarding the budget request for mentoring, including the unavailability of data to project the return on investment.

- C. Public Awareness: Mr. Brenan reported on behalf of the Public Awareness Subcommittee.

Mr. Brenan reviewed progress of the PAIRS program and the subcommittee's interest in developing a program to provide incentives for college students to work in the schools.

#### IV. General Discussion

Mr. Stowe drew members' attention to the draft objectives. Members asked questions about the project with Louisiana State University to examine the ratings methodologies, using multiple calculations and also comparing progress on South Carolina tests and the Measures of Academic Progress. Rep. Cotty asked about EOC attention to the issues of the equity lawsuit and how we are focusing on the schools in which students are not succeeding. He urged attention to approaches that would increase student performance and school achievement.

Mr. DeLoach asked that members pay attention to concerns of the statewide charter school district and indicated that the district may be seeking legislative changes to its legislation to ensure that adequate funding is available.

Mrs. Hairfield asked how the objectives are used to guide EOC work. Dr. Anderson explained the agency plan and agreed to mail members a copy of the work plan.

Members agreed to add an objective at the December meeting to make certain this attention is evident. Mr. Robinson moved approval of the objectives (with the caveat that a fifth objective is to be drafted for December action). The motion was seconded and passed.

Having no other business, the EOC adjourned.

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** EIA and Improvement Mechanisms

**Date:** December 10, 2007

### **REPORT/RECOMMENDATION**

Update to the EOC Funding Model

### **PURPOSE/AUTHORITY**

Pursuant to Section 59-6-10 and Section 59-6-110, the EOC in 2003 recommended to the General Assembly a revised funding model for public education. The model projected costs for the various statutory and regulatory requirements and established a system by which existing and future funds would be allocated to districts. This report updates the base student cost of the EOC funding model.

### **CRITICAL FACTS**

### **TIMELINE/REVIEW PROCESS**

Annually since 2003, the model has been updated to reflect changes in salaries, inflationary increases, and state law. The model recommends a three-tiered system of weights and alternatives for implementation of the revised system. This year the review also analyzed alternative ways to calculate the base student cost using various district and school enrollments. These three district and school enrollment models reflect the following models: state average model stable districts model and exemplary districts model.

### **ECONOMIC IMPACT**

**Cost:** N/A

**Fund/Source:**

### **ACTION REQUEST**

☐ **For approval**

☒ **For information**

### **ACTION TAKEN**

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

## **2007 Update to the EOC Funding Model**

### **Authority**

The Education Oversight Committee (EOC) bears statutory responsibility to, among other tasks,

- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary. (SC Code of Laws 1976, as amended, §59-6-10)

and the statutes further require the EOC's Division of Accountability to

- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year (SC Code of Laws 1976, as amended, §59-6-110).

### **Background**

In December of 2003 the staff of the EOC at the request of the committee proposed a revised funding model for public education. The model was developed to respond to five questions:

1. What is the educational program mandated in statute or regulation?
2. What is the cost of the educational program in an average school district or school?
3. Are there ways to spend our public dollars which foster higher achievement?
4. What dollars are in the public domain dedicated to schools and districts?
5. What is the state-district balance in educational spending?

First, the model enumerates all state laws and regulations under which public schools operate. The cost of providing the services mandated by these laws and regulations are calculated. Also included are funds for research-based, effective program practices. All teacher salaries in the model are based upon an average teacher salary of \$300 above the Southeastern average teacher salary. Unless otherwise noted, the salaries for all other professional staff are those annually published by Educational Research Service. These professional salaries are the mean of the average salaries of personnel employed in the Southeast region which includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West

Virginia. And, finally, the model utilizes the most recent In\$ite data for current expenditures in operations, materials, etc., in South Carolina's public schools.

The key component of the model is a revised base student cost. The base student cost is defined as the cost of providing a mandated, standards-based educational program to all children in grades kindergarten through twelve. The base student cost reflects the cost of an educational program in an "average" school district or school. The base student cost is premised on specific district and school enrollments which in 2003 reflected the following mean enrollments for schools and districts in South Carolina.

District Enrollment	7,500
Elementary School	500
Middle School	750
High School	900

The overriding component of the base student cost is the cost of teacher salaries and related fringe benefits. The model proposed by the EOC incorporates a pupil teacher ratio of 21:1 in **all** grades. Effective research on class size supports the lower size ratios. Additional teachers are funded through the special education weights to lower class size for special needs children. And, to lower class sizes even more, districts may opt to use funds generated through a poverty weighting or remediation weighting to provide intensive intervention for these students. Not included in the base student cost is the cost of providing foreign language and related arts classes. In 2003 the base student cost was initially projected at \$5,239.

Each year the EOC has updated the base student cost to reflect changes in salaries, inflationary increases, and state law. This year the EOC staff has again updated the base student cost. As the following table shows, the base student cost declined in 2006 from \$5,657 to \$5,311; however, the total number of weighted pupil units funded increased for a net increase in funding. (The appendix includes the supporting documents that reflect the 2007 updates.)

The 2007 base student cost is adjusted to \$5,606. For the first time since 2003, the greatest variation between the base student cost of an elementary, middle and high school was only two percent. Consequently, to simplify the formula even more, the district cost of \$1,705 was added to the highest school cost, \$3,901, the cost of educating a high school student, to yield a base student cost of \$5,606 for students in grades K through 12. All general education weights for kindergarten through grade 12 were then adjusted to 1.0.

<b>Year</b>	<b>Base Student Cost</b>	<b>Total WPUs <sup>1</sup></b>
2003	\$5,239	825,971
2004	\$5,347	839,493
2005	\$5,657	836,837
2006	\$5,311	905,923
2007	\$5,606	911,020

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<sup>1</sup> Rounded to the nearest whole number.

The EOC model, as proposed in 2003 and as updated in 2007, incorporates three levels of weights. The weights provide incremental increases in funds above the base student cost to provide additional funds beyond the general education components. The EOC proposed three categories of weights in 2006 which account for the increase in the weighted pupil units. These categories are:

1. General educational program for each student which is essentially the base student cost for “average” students in grades K through 12 with weights that exceed 1.0 for students with disabilities and students in vocational education. The staff has not recommended amending the weights for students with disabilities. The weight for students on homebound instruction was changed to 1.0. Each student enrolled in public schools would receive one of these general educational weights.
2. Compensatory weights address the contexts or factors that detract from high achievement over time. These weights are in addition to the general educational program weights. A compensatory weight of 0.20 is included for children in poverty. Poverty is defined as children eligible for the free or reduced-price federal lunch program or eligible for Medicaid. A weight of 0.20 is included for students with limited English proficiency who require intensive English language instruction programs and whose families require specialized parental involvement intervention.
3. Program weights fund programs designed to address individual student academic needs. A weight of 0.15 is included for students who score Below Basic on PACT mathematics, English language arts or both to guarantee that the students receive additional tutoring, additional hours of instruction in summer school, extended school year, etc. Students who are classified as gifted and talented either academically or artistically would receive funds for services provided included IB and AP courses in the high school with a weight of 0.15. And, young adults aged 17 to 21 who are pursuing a diploma or GED through adult education or other means but are no longer part of the regular school setting would be funded at a weight of 0.20. The model would recommend that adult education for individuals over age 21 would be provided through the technical college system and not through public schools.

One change proposed in the weights in 2007 is a revision to the weight for non-English speaking or Limited English Proficient (LEP) students. In prior EOC models a weight of .12 was assigned to generate additional funds for English language instruction to LEP students. The .12 weight was based on state appropriation levels in North Carolina. An August 2007 report by the Federation for American Immigration Reform provided additional information to the EOC staff. This report documented that states are funding instruction for LEP students that range from \$290 per student in Idaho to \$711 per student in Tennessee.<sup>2</sup> “In the case of Tennessee, the reported local share of the funding program

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<sup>2</sup> Jack Martin, “Limited English Proficiency Enrollment and Rapidly Rising Costs,” Federation for American Immigration Reform, [www.fairus.org](http://www.fairus.org) (August 2007).

amounts to an additional expenditure of \$487 per LEP enrollee.”<sup>3</sup> In sum, the state of Tennessee has documented a cost of approximately \$1,200 per LEP student. In comparison to South Carolina which had an LEP enrollment between 2003 and 2005 of 12,096, Tennessee during the same period had a LEP enrollment of 17,887.<sup>4</sup> Comparing the \$1,200 incremental cost of serving LEP students to the revised base student cost of \$5,606 yields a weight of 0.20 for LEP students.

This year the EOC has projected the total number of weighted pupil units that the state would fund under this revised funding system.

**Table A**

<b>Classifications</b>	<b>Weights</b>	<b>WPU<sup>5</sup>s</b>
K-5	<b>1.0</b>	268,489
6-8	<b>1.0</b>	138,731
9-12	<b>1.0</b>	77,105
Disabilities	<b>Vary by disability – same as those used in EFA</b>	178,239
Homebound	<b>1.0</b>	2,449
Vocational	<b>1.2</b>	118,676
<b>TOTAL General Education WPU<sup>5</sup>s</b>		<b>783,689</b>
Poverty (K-12)	<b>.20</b>	86,703
Non-English Speaking	<b>.20</b>	4,937
<b>TOTAL Compensatory WPU<sup>5</sup>s</b>		<b>91,640</b>
Gifted and talented (3-12)	<b>.15</b>	15,358
Remediation	<b>.15</b>	16,451
Adult Education 17 to 21 year-olds	<b>.20</b>	3,881
<b>TOTAL Program WPU<sup>5</sup>s</b>		<b>35,690</b>
<b>ALL WPU<sup>5</sup>s</b>		<b>911,020</b>

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Rounded to nearest whole number.

The total cost to fund the EOC model in 2007 is \$5,107,178,120. The cost is determined by multiplying the base student cost of \$5,606 by the total number of weighted pupil units, 911,020.

General Education Weights	\$4,393,359,401
Compensatory Weights	\$513,736,603
Program Weights	\$200,080,382
<b>TOTAL</b>	<b>\$5,107,176,386</b>

Comparing existing state and local revenues with the projected cost, the analysis reveals that based on Fiscal Year 2007-08 appropriations and tax projections, the state is allocating \$3,066,605,163 for public schools. This figure includes general fund, EIA and lottery appropriations to school districts. It does not include funds for EAA technical assistance, textbook purchases, assessment and school bus transportation. It also does not include the Homestead Exemption Fund payments to districts that total an estimated \$518,115,149 this year.

For comparison purposes, in Fiscal Year 2005-06 school districts received revenues from the following sources. Excluded are intergovernmental revenues totaling \$38,914,520. <sup>6</sup>

<b>Source</b>	<b>Fiscal Year 2005-06 District Revenues<sup>7</sup></b>
State	\$2,919,496,435
Local	\$2,962,120,323
Federal	\$676,912,986
Other <sup>8</sup>	<u>\$2,784,775,483</u>
<b>TOTAL</b>	<b>\$9,343,350,277</b>

Using FY06 district revenues, the combined revenues from state and local sources alone exceed the total cost of the EOC funding model. However, it should be noted that local funds provide programs and initiatives that are not addressed by the EOC funding model and are implemented at the discretion of local school districts.

In 2006 the EOC recommended that the general education costs be funded through the EFA or by the state as so determined by the General Assembly. The EOC maintained that the compensatory and performance weights could be fully funded through the Education Improvement Act revenues if the general fund absorbed the costs of some programs currently funded in the EIA, primarily, the EAA technical assistance and assessment programs, four-year-old kindergarten and the arts curriculum grants.

<sup>6</sup> South Carolina Department of Education,  
[http://www.ed.sc.gov/agency/offices/finance/documents/dstrev06\\_000.xls](http://www.ed.sc.gov/agency/offices/finance/documents/dstrev06_000.xls).

<sup>7</sup> Ibid.

<sup>8</sup> "Other" includes sales from bonds and transfers.

## **Summary of Updates to EOC Funding Model in 2007**

1. The base student cost was increased from \$5,311 to \$5,606
2. All general education weights for “regular” students become 1.0 weights
3. The weight for services for Non-English Speaking or Limited English Proficient (LEP) students increased from 0.12 to 0.20 to reflect most recent expenditure data from other states

## **Additional Analysis**

This year the staff analyzed alternative ways to calculate the base student cost using various district and school enrollments. These three district and school enrollment models reflect the following models:

1. State Average Model – This model updates the average district and school enrollment amounts using the 2006 annual school and district report cards.
2. Stable Districts Model – Forty-eight school districts in South Carolina have earned absolute performance ratings of Average, Good or Excellent across the six years in which schools have been rated. The mean district and school enrollments for these 48 districts were used to compute a revised base student cost.
3. Exemplary Districts Model – Seven of the state’s 85 school districts have earned absolute performance ratings of Average, Good or Excellent and have had consistent improvement ratings of Below Average, Average, Good or Excellent between 2001 and 2006.<sup>9</sup> The average district and school enrollments for these seven districts were used to compute a revised base student cost.

The following table summarizes the results of this analysis across the three models.

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<sup>9</sup> An improvement rating of Below Average signifies no change in performance.

**Table B**

	<b>District Cost</b>	<b>High</b>	<b>Middle</b>	<b>Elementary</b>	<b>Base Student Cost<sup>10</sup></b>
<b>EOC Traditional Model (2007)</b>	<b>\$1,704.96</b>	<b>\$3,901.24</b>	<b>\$3,821.11</b>	<b>\$3,886.77</b>	<b>\$5,606</b>
Weightings		<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	
Enrollment	<b>7,500</b>	<b>900</b>	<b>750</b>	<b>500</b>	
<b>State Average Model</b>	<b>\$1,694.16</b>	<b>\$3,860.74</b>	<b>\$3,963.09</b>	<b>\$3,762.48</b>	<b>\$5,457</b>
<b>n=85</b>					
Weightings		<b>1.02</b>	<b>1.04</b>	<b>1.00</b>	
Enrollment	<b>8,180</b>	<b>978</b>	<b>616</b>	<b>518</b>	
<b>Stable Districts Model</b>	<b>\$1,670.63</b>	<b>\$3,801.71</b>	<b>\$3,881.05</b>	<b>\$3,488.55</b>	<b>\$5,159</b>
<b>n=48</b>					
Weightings		<b>1.06</b>	<b>1.08</b>	<b>1.00</b>	
Enrollment	<b>10,223</b>	<b>1,120</b>	<b>687</b>	<b>563</b>	
<b>Exemplary Model</b>	<b>\$1,669.03</b>	<b>\$3,738.21</b>	<b>\$3,819.04</b>	<b>\$3,532.45</b>	<b>\$5,201</b>
<b>n=7</b>					
Weightings		<b>1.04</b>	<b>1.06</b>	<b>1.00</b>	
Enrollment	<b>12,476</b>	<b>1,374</b>	<b>752</b>	<b>555</b>	

As the above table reflects, the base student cost using these four models ranges from \$5,159 to \$5,606 or approximately 8%. The relative weights between elementary, middle and high schools vary with the alternative models. Enrollment patterns in schools are relatively consistent across the models.

<sup>10</sup> Rounded up to the nearest whole dollar.

## APPENDIX

### PER PUPIL EXPENDITURES IN SOUTH CAROLINA Across School/District Enrollment

#### An Analysis of State Requirements of Schools and Districts Costs Reflect Requirements of Statute, Regulation and Fiscal Year 2007-08 General Appropriation Act

##### **GENERAL ASSUMPTIONS:**

1. This model is built upon the following assumed enrollments: Elementary (K-5) = 500; Middle (6-8) = 750; High (9-12) = 900; and District enrollment of 7,500. According to the 2006 district and school report cards, the mean enrollment for districts and schools is as follows: District = 8,180; Elementary = 518; Middle = 616; and High = 978.
2. Based on 2007 school and district report cards, 63.58% of students are eligible for free/reduced price lunch program and/or eligible for Medicaid.
3. The most recent available data are used for cost projections and include FY06 In\$ite, 2006 school and district report cards, and the 2006-07 Funding Manual.
4. Estimates of teachers needed are rounded to the next highest half of a teacher.
5. Salaries for classroom teachers and physical education teachers are based on Fiscal Year 2007-08 projected teacher salary of \$45,479 which is \$300 above the projected SE average teacher salary of \$45,179. (Proviso 6.
6. Unless noted, salaries for support staff are based on Table 15 of *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2006-07* published by Educational Research Service. These salaries are the mean of the average salaries of personnel employed in the Southeast region which includes AL, AR, FL, GA,
7. All fringe benefits are calculated at 28% of the salary of all personnel.
8. Cost of five additional day for classroom teachers determined by calculating the cost of one day of salary, \$45,479, divided by 190, and then multiplying by 28% for fringe benefits. One day costs \$306.38 and five days
9. The statewide base student cost is rounded to the nearest whole dollar. The total state weighted pupil unit count projects are rounded to the nearest whole number.

##### **SCHOOLS GENERALLY**

Proviso 1.3 establishes the annual base student cost of the Education Finance Act. For FY2007-08, the base student cost is \$2,476.

Provisos 1.5 and 1.6 pertain to the funding of employer contributions

59-1-425 establishes the school term of 180 days of instruction with the instructional day at a minimum of six hours a day, excluding lunch. The law stipulates ten days of inservice training of which three days must be used for "collegial professional development," up to two days to prepare for the opening of school and the remaining five days for teacher planning, academic plans, and parent conferences. Data for classroom teachers are used in school level calculations which follow; salary funding is through EFA and EIA salary supplements for teachers. Based on FY05 In\$ite data, per pupil expenditures for professional development were \$278.

**DISTRICT Enrollment of: 7,500**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER DISTRICT</b>	<b>COST PER PUPIL</b>
59-17-135 Each district must have a character education policy	No additional cost				
59-19-20 Each district must have a board composed of at least three members	Average compensation per board member is \$123.24 per meeting. With three board members and twelve meetings per year, the total cost is \$4,436.64 /year.			\$4,436.64	\$0.59
59-19-45 Each new school district member must participate in orientation	Statewide the cost of training is \$151,570 or \$1,783 per district.			\$1,783.00	\$0.24
59-20-60/R43-261 Each district and school must develop a school renewal/improvement plan and operate a School Improvement Council	No additional cost				
59-24-30 Each administrator must complete an individual professional development plan	No additional cost				
59-13-60/R43-209 Each school district must employ a chief administrative officer and secretary. Superintendent also has requirements under EAA, EEDA, student expulsion laws, Parental Involvement in Their Children's Education Act, etc.	1.0 Superintendent Note: Many superintendents receive additional compensation such as an annuity payment.	\$144,461		\$184,910.08	\$24.65
	1.0 District Secretary	\$32,364		\$41,425.92	\$5.52
59-29-30 / R43-238 Courses of instruction with supplementary instruction in alcohol and drug abuse prevention, traffic laws, fire prevention, physical education/ROTC, emphasis on teaching as a profession	Within funding for minimum program				
Original DMP as defined by base student cost model and documented by: (1) February 20, 1990 memo from the Department of Education to the Special Study Committee on Formula Funding; and (2) 1978 internal Department of Education memo.	1.0 Full-time Fiscal Officer	\$87,043.00		\$111,415.04	\$14.86
	1.0 Secretary	\$32,364.00		\$41,425.92	\$5.52
	1.0 Director for Planning	\$89,290.00		\$114,291.20	\$15.24
	1.0 Assistant Superintendent	\$104,685.00		\$133,996.80	\$17.87
	1.0 Program Consultant	\$89,290.00		\$114,291.20	\$15.24
	3.0 Secretary	\$32,364.00		\$124,277.76	\$16.57

**DISTRICT Enrollment of: 7,500**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER DISTRICT</b>	<b>COST PER PUPIL</b>
Section 59-59-105 of the EEDA implies that school districts will employ an individual to coordinate career awareness for all students grades K-12	1.0 Coordinator for Career Services	\$65,242.00		\$83,509.76	\$11.13
Section 59-59-60 of the EEDA requires districts to organize curriculum into clusters	No additional cost; responsibilities of coordinator for career services				
Original DMP as defined by base student cost model and documented in the February 20, 1990 memo from the Department of Education to the Special Study Committee on Formula Funding	Maintenance and operational costs exclude food service which is funded through federal funds and auxiliary revenues. Across districts, the mean per pupil expenditure of \$1,016 for safety, building upkeep and maintenance, data processing and business operations as reported for FY06 In\$ite data			\$7,620,000.00	\$1,016.00
Original DMP	Office support costs. The original EFA estimate is \$12 per student, increased by inflation over 30 years to \$28.40 per student			\$213,000.00	\$28.40
Section 59-20-40 and R43-172 requires districts to account for every pupil according to the EFA classifications in each school	Requires annual financial audit of district and school financial records; average reported by school business officers			\$25,000.00	\$3.33
59-32-30 (R43-238) Comprehensive health education: advisory committee and instruction	Estimated at 2 meetings annually with \$100 per meeting for materials and postage			\$200.00	\$0.03
59-24-80 Each new principal must participate in a formal induction program (R43-167)	About 100 individuals participate in the New Principals Academy each year; estimate at 1.2 new principals per district			\$120.00	\$0.02
Original DMP as defined by base student cost model and documented in the February 20, 1990 memo from the Department of Education to the Special Study Committee on Formula Funding	Instructional Supplies \$25 per student for books purchased for media center/library; \$150 per student for textbooks purchased in addition to state-adopted textbooks, maps, consumables, etc. (FY06 In\$ite data documents an average expenditure of \$174 for instructional materials and supplies.)			\$1,312,500.00	\$175.00

**DISTRICT Enrollment of: 7,500**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER DISTRICT</b>	<b>COST PER PUPIL</b>
Computer Hardware: R 43-232 Defined program for grades 6-8 requires keyboarding, computer literacy; R43-233 establishes Career and Technology Education; R43-234 Defined program for grades 9-12 requires computer science including keyboarding as one of the 24 units of credit needed for graduation; and Section 59-59-50 of EEDA requires career clusters that specifically address technology	Based on industry standards, a hard drive and power supply for a computer has a life span of between three and six years. Private sector replaces computers between three and five years. Using a replacement cycle of five years and a computer to student ratio of 1:3.6 which is the current pattern in SC, each year one-fifth or 20% of the computers would be replaced at a cost of \$1,200 per computer which includes the software and wireless capability.		417	\$500,000.00	\$66.67
R43-80 : Student transportation	Transportation costs borne by the state. District salary differential and other travel of \$203 per pupil based on FY06 In\$ite data			\$1,522,500.00	\$188.00
59-1-450: Each school district must offer a parenting family literacy program (R43-265) Distribution of funds also established in Provisos 1A.26. and 1A.27.	Distribution is based upon minimum of \$40,000 to each district serving more than 2,000 students and per pupil allocations after that. Beginning FY07 no district to receive less than a minimum allocation of \$35,000. Model allocates \$40,000 plus \$4 per pupil.			\$70,000.00	\$9.33
59-28-160 Each district/school must provide an orientation and training for all faculty and staff on parental involvement	Cost estimated at \$500 / day for consultant services for 2-hour training program per school and materials of \$100 per school per school		12	\$7,200.00	\$0.96
Code citations include references to technology as state goals, the actual teaching of students in technology and use of technology in classroom instruction (Section 59-59-50, 59-31-40, 59-63-1350 and 59-114-10)	Currently, school districts receive \$8.0 million for connectivity that serves 688,780 students or \$11.61 per pupil			\$87,075.00	\$11.61

**DISTRICT Enrollment of: 7,500**

REQUIREMENT	EXPLANATION OF CALCULATION	SALARY USED *	Variable*	COST PER DISTRICT	COST PER PUPIL
Sections 59-63-1300 through 59-63-1400	Alternative School: allocation built on 1.74 of base student cost (including regular base student cost). Estimated 1% of student population eligible for program. Using FY08 base student cost of \$2,476, the per pupil allocation is projected to be \$4,308.24		75	\$323,118.00	\$43.08
R43-205.1 ADEPT program	ADEPT, including induction year. District enrollment divided by 1:21 teacher: pupil ratio. Then project one-third of teachers evaluated annually. Each teacher has three evaluators who spend at least one additional work day on the evaluations Using \$45,479 as the salary of the teacher and a 190-day contract, each day costs \$239 per day or \$717 for all three days. Including fringe benefits, the three days cost \$917.76 per teacher being evaluated		119	\$109,257.14	\$14.57
59-18-900 Reporting requirements for annual school and district report card	Fall 2002 Nat'l Conference on State Legislatures estimate: "\$5-10 per pupil" for No Child Left Behind			\$56,250.00	\$7.50
Section 59-53-1950 and Section 59-53-1960 Career and Technology Education Equipment	\$20,000 per district plus \$41.46 per student enrolled in CATE classes for equipment replacement and purchases. Estimate 25% of all students in SC in a CATE class based on enrollment patterns.		1875	\$97,737.50	\$13.03
<b>Total DISTRICT COSTS TO BE ADDED TO SCHOOL COSTS</b>					<b>\$1,704.96</b>

**OTHER DISTRICT COSTS:**

**School Building Aid Program** Section 59-21-320 requires annual appropriation of \$30 per student in grades 1 through 12 and \$15 per kindergarten student for capital improvements. Sections 59-21-355, 59-21-420 and 59-21-430 relate to the appropriation of EIA funds for school building purposes. Section 59-21-450 requires all unexpended EIA funds to be reallocated to school building aid program.

Salary\* -- Teacher salaries based on 2007-08 General Appropriation Act. All other salaries are based on Table 15 of *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2006-07* published by Educational Research Service. These salaries are the mean of the average salaries of personnel employed in the Southeast region which includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV.

Variable\* - Variables refer to data that is dependent upon the enrollment of the district or school and is used in the computation of cost. Variables include number of teachers, number of pupils, number of computers, etc.

**HIGH SCHOOL Enrollment of: 900**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
Regulation 43-205 Maximum daily teaching load per teacher is 150 students with no class exceeding 35 students.	Based on national research, a 21:1 ratio is recommended by this model. Dividing school enrollment by 21 .	\$45,479	43	\$2,494,848.00	\$2,772.05
Regulation 43-205 For special education teachers, the student to teacher ratios range from 10:1 to 15:1 depending upon the student's disability.	Assumption: 13% of the student enrollment will require special education classes of a class size of 12. The result is additional teachers. While the additional weighting for disabled students provides funding for the salaries of these teachers, professional development, teachers supplies and five days of in-service training are additional costs.		4		
Sections 59-18-1930, 59-26-10 and 59-26-30. Regulations 43-55 and 43-165.1 Professional Development for teachers	Currently, the cost of a class earning an equivalent of three graduate hours is \$600. FY06 In\$ite data documents that districts spent an average of \$297 per pupil for professional development and training. The average would be approximately \$450..		47	\$21,166.07	\$23.52
Proviso 1A.33. Teacher Supply Funds allocates \$250 per teacher for supplies. Proviso 1A.70. increased the amount from \$250 to \$275 using non-recurring funds in FY08.	\$275 x Total Teachers		47	\$12,934.82	\$14.37
59-1-425 stipulates ten days of inservice training of which three days must be used for "collegial professional development," up to two days to prepare for the opening of school and the remaining five days for teacher planning, academic plans, and parent conferences	Using average teacher salary of \$45,479, a teacher is compensated at \$239.36 per day. Including fringe benefits, the daily cost is \$306.38 per teacher. With rounding, five days per teacher costs \$1,532.		47	\$72,004.00	\$80.00
Regulation 43-205 a certified principal/director in schools/campuses with more than 250 students	1.0 Principal	\$88,209		\$112,907.52	\$125.45

**HIGH SCHOOL Enrollment of: 900**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
Regulation 43-205 assistant principal in each school with an enrollment of 500 or more students must be staffed with at least one full time properly certified assistant principal/assistant director and a properly certified assistant principal or the equivalent for each additional 500 students.	2.0 Assistant Principals	\$67,171		\$171,957.76	\$191.06
Original DMP	1.0 Secretary	\$25,647		\$32,828.16	\$36.48
	1.0 Attendance Clerk/Bookkeeper	\$25,246		\$32,314.88	\$35.91
Regulation 43-205 Two full-time library/media specialist in schools with more than 750 students	2.0 Library/Media Specialists	\$50,156		\$128,399.36	\$142.67
Section 59-59-100 one guidance counselor for every 300 students in high schools; Section 59-59-110 requires implementation of career guidance program	Guidance Counselors	\$51,130	3.0	\$196,339.20	\$218.15
Section 59-66-20 School Safety Coordinator	Original allocation was \$20,500; however, program no longer has separate appropriation; Costs based on midpoint of salary range for a Law Enforcement Officer I of \$23,918 to \$44,251.	\$34,085		\$43,628.80	\$48.48
Section 59-59-100 one career specialist in every high school beginning with the 2006-07 school year.	1.0 Career Specialist (Based on salary that is being funded in FY08)	\$40,747		\$52,156.16	\$57.95
Section 59-28-160 and 59-28-170 Parental Involvement: Appoint a faculty contact, provide space, materials and resources	Recommendation from the National Network of Partnership Schools			\$22,500.00	\$25.00
Section 59-39-100 /Proviso 1A.62 Requires 24 units for high school graduation	Requires additional teachers; funds distributed based upon ADM. Estimate divides current appropriation of \$23,632,801 by 204,347, the 2006-07 135-ADM count for grades 9-12, to yield a per pupil allocation of \$115.65			\$104,085.00	\$115.65

**HIGH SCHOOL Enrollment of: 900**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED *</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
Section 59-39-310 Requires driver's education course	\$30 per eligible student		<b>225</b>	\$6,750.00	\$7.50
Section 59-18-350 / Provisos 1.29, 1.33 and 1A.57 Allocations for PSAT/PLAN administration	\$10 per exam for all 10th graders		<b>225</b>	\$2,250.00	\$2.50
Section 59-139-10 and Regulation 43-268 Academic assistance applies to students in grades 9-12	<b>Program weights for students needing remediation or identified as gifted and/or talented both artistically and academically are funded separately in the model with EIA revenues. AP and IB classes would be included. In addition, compensatory weights for students in poverty and students who are non-English speaking are funded separately in the model with EIA revenues.</b>				
Section 59-18-500 refer to summer school as part of a student's academic plan; Re Regulation 43-240; and Proviso 1A.52.					
Regulation 43-258.1/Proviso 1A.2 Allocation for Advanced Placement/International Bacc. Programs					
Section 59-29-170, Regulation 43-220 and Proviso 1A.3 Gifted and Talented Program					
Section 59-18-310 statewide formative assessment program for students; high school students would receive funds to prepare for HSAP	According to the fiscal impact statement to H.4328 (Act 254), the revisions to the statewide testing system would require funding of formative assessments of \$9 per student in K-12. Assuming one-half of high school, 9 <sup>th</sup> and 10 <sup>th</sup> graders, would receive assessments.		<b>450</b>	\$4,050.00	\$4.50
<b>Total for High School</b>					<b>\$3,901.24</b>
<b>OTHER</b>					
Section 59-59-130 of EEDA requires by school year <b>2009-10</b> the implementation of High Schools that Work in every high school	According to the fiscal impact statement to H.3155 of 2005-06 legislative session, High Schools that Work cost \$10,000 per school			\$10,000.00	\$11.11
Salary* -- Teacher salaries based on 2007-08 General Appropriation Act. All other salaries are based on Table 15 of <i>Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2006-07</i> published by Educational Research Service. These salaries are the mean of the average salaries of personnel employed in the Southeast region which includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV.					
Variable* - Variables refer to data that is dependent upon the enrollment of the district or school and is used in the computation of cost. Variables include number of teachers, number of pupils, number of computers, etc.					

**MIDDLE SCHOOL Enrollment of: 750**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
Regulation 43-205 Prevents any class from having more than 35 students except for students with disabilities Student Teacher Ratio: Grade 6 ELA and Math, 30:1 and all other subjects, 35:1 Grades 7-8, 35:1	Based on national research, a 21:1 ratio is recommended by this model. Divide school enrollment by 21 to yield number of teachers needed. Round to the nearest .5 teachers.	\$45,479	36	\$2,079,040.00	\$2,772.05
Regulation 43-205 For special education teachers, the student to teacher ratios range from 10:1 to 15:1 depending upon the student's disability.	Assumption: 13% of the student enrollment will require special education classes of a class size of 12. The result is additional teachers. While the additional weighting for disabled students provides funding for the salaries of these teachers, professional development, teachers supplies and five days of in-service training are additional costs.		3.5		
Sections 59-18-1930, 59-26-10 and 59-26-30. Regulations 43-55 and 43-165.1 Professional Development for teachers	Currently, the cost of a class earning an equivalent of three graduate hours is \$600. FY06 InSite data documents that districts spent an average of \$297 per pupil for professional development and training. The average would be approximately \$450..		39.5	\$17,775.00	\$23.70
Proviso 1A.33. Teacher Supply Funds allocates \$250 per teacher for supplies. Proviso 1A.70. increased the amount from \$250 to \$275 using non-recurring funds.	\$275 x Total Teachers		39.5	\$10,862.50	\$14.48

**MIDDLE SCHOOL Enrollment of: 750**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
59-1-425 stipulates ten days of inservice training of which three days must be used for "collegial professional development," up to two days to prepare for the opening of school and the remaining five days for teacher planning, academic plans, and parent conferences	Using average teacher salary of \$45,479, a teacher is compensated at \$239.36 per day. Including fringe benefits, the daily cost is \$306.38 per teacher. With rounding, five days per teacher costs \$1,532.		<b>39.5</b>	\$60,514.00	\$80.69
Regulation 43-205 one principal with an enrollment of 250 students or more	1.0 Principal	\$81,501		\$104,321.28	\$139.10
Regulation 43-205 an assistant principal or curriculum coordinator in schools over 500 students	1.0 Assistant Principal	\$64,595		\$82,681.60	\$110.24
Original DMP	1.0 Secretary	\$25,647		\$32,828.16	\$43.77
	1.0 Attendance Clerk/Bookkeeper	\$25,246		\$32,314.88	\$43.09
Section 59-59-100 requires one guidance counselor for every 300 students in middle school;	Guidance Counselors	\$51,130	<b>2.5</b>	\$163,616.00	\$218.15
Regulation 43-205 Schools having an enrollment of 750 or more must employ 2 full time media specialists	2.0 Media Specialists	\$50,156		\$128,399.36	\$171.20
Section 59-66-20 School Resource Officers	Original allocation was \$20,500;however, program no longer has separate appropriation; Costs based on salary of midpoint of band range for a Law Enforcement Officer I of \$23,918 to \$44,251.	\$34,085		\$43,628.80	\$58.17
Section 59-59-100 one career specialist in every middle school beginning with the 2006-07 school year.	1.0 Career Specialist (Based on salary that is being funded in FY08)	\$40,747		\$52,156.16	\$69.54
Section 59-28-160 and 59-28-170 Parental Involvement: Appoint a faculty contact, provide space, materials and resources	Recommendation from the National Network of Partnership Schools			\$18,750.00	\$25.00

**MIDDLE SCHOOL Enrollment of: 750**

REQUIREMENT	EXPLANATION OF CALCULATION	SALARY USED	Variable*	COST PER SCHOOL	COST PER PUPIL
Section 5-7-12 and Provisos 1A.61 Middle School Initiative	Provides funds to be used for school resource officer, counselor or nurse in middle schools containing 7th grade. Total appropriation of \$4,937,500 is divided by 161,607, the 135th day ADM for grades 6 through 8 in 2006-07, to yield \$30.55 per pupil.			\$22,912.50	\$30.55
Section 59-18-310 statewide formative assessment program for students	According to the fiscal impact statement of H.4328 (Act 254), the revisions to the statewide testing system would require funding of formative assessments of \$9 per student in grades K-12			\$6,750.00	\$9.00
Proviso 1AA.7. 6-8 Lottery Enhancement Funds, Grades 6-8 Reading, Math, Science and Social Studies Program	Currently, lottery funds for 6-8 enhancement are allocated based on the sum of \$5 times the number of non-free and reduced price lunch/Medicaid eligible students and \$15 times the number of free/reduced price lunch/Medicaid eligible students. This model would allocate the \$2.0 million currently allocated for middle schools across 161,607 students in middle schools, per 2006-07 135th count for resulting in a \$12.38 per pupil.			\$9,285.00	\$12.38
Section 59-18-500 refer to summer school as part of a student's academic plan; Re Regulation 43-240; and Proviso 1A.52.	<b>Program weights for students needing remediation or identified as gifted and/or talented both artistically and academically are funded separately in the model with EIA revenues. AP and IB classes would be included. In addition, compensatory weights for students in poverty and students who are non-English speaking are funded separately in the model with EIA revenues.</b>				
Section 59-139-10 and Regulation 43-268 Academic assistance applies to students in grades 6-8					
Section 59-29-170, Regulation 43-220 and Proviso 1A.3 Gifted and Talented Program					
<b>Total for Middle School</b>					<b>\$3,821.11</b>

Salary\* -- Teacher salaries based on 2007-08 General Appropriation Act. All other salaries are based on Table 15 of *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2006-07* published by Educational Research Service. These salaries are the mean of the average salaries of personnel employed in the Southeast region which includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV.

Variable\* - Variables refer to data that is dependent upon the enrollment of the district or school and is used in the computation of cost. Variables include number of teachers, number of pupils, number of computers, etc.

**ELEMENTARY SCHOOL Enrollment of: 500**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
<p>Regulation 43-205: Average student teacher ratio not to exceed 28:1 with a district maintaining an average student-teacher ratio of 21:1 in reading and math in grades one through three.</p> <p>Maximum Student to Teacher Ratios by grade:  Prekindergarten, 20:1  Grades K-3, 30:1  Grades 4-5 ELA and Math, 30:1  Grades 4-5 All other subjects, 35:1</p> <p>Section 59-35-10 Requires full-day kindergarten unless parents exempt child</p> <p>Proviso 1A.54. Class size reduction in grades 1 to 3 is 15:1</p>	<p>Based on national research, a 21:1 ratio is recommended by this model. Divide school enrollment by 21 to yield number of teachers needed. Round to the nearest .5 teachers.</p>	\$45,479	<b>24</b>	\$1,397,114.88	\$2,794.23
<p>Regulation 43-205 For special education teachers, the student to teacher ratios range from 10:1 to 15:1 depending upon the student's disability.</p>	<p>Assumption: 13% of the student enrollment will require special education classes of a class size of 12. The result is additional teachers. While the additional weighting for disabled students provides funding for the salaries of these teachers, professional development, teachers supplies and five days of in-service training are additional costs.</p>		<b>2</b>		
<p>Sections 59-18-1930, 59-26-10 and 59-26-30. Regulations 43-55 and 43-165.1 Professional Development for teachers</p>	<p>Currently, the cost of a class earning an equivalent of three graduate hours is \$600. FY06 In\$ite data documents that districts spent an average of \$297 per pupil for professional development and training. The average would be approximately \$450..</p>		<b>26</b>	\$11,700.00	\$23.40

**ELEMENTARY SCHOOL Enrollment of: 500**

<b>REQUIREMENT</b>	<b>EXPLANATION OF CALCULATION</b>	<b>SALARY USED</b>	<b>Variable*</b>	<b>COST PER SCHOOL</b>	<b>COST PER PUPIL</b>
Proviso 1A.33. Teacher Supply Funds allocates \$250 per teacher for supplies. Proviso 1A.70. increased the amount from \$250 to \$275 using non-recurring funds.	\$275 x Total Teachers		<b>26</b>	\$7,150.00	\$14.30
59-1-425 stipulates ten days of inservice training of which three days must be used for "collegial professional development," up to two days to prepare for the opening of school and the remaining five days for teacher planning, academic plans, and parent conferences	Using average teacher salary of \$45,479, a teacher is compensated at \$239.36 per day. Including fringe benefits, the daily cost is \$306.38 per teacher. With rounding, five days per teacher costs \$1,532.		<b>26</b>	\$39,832.00	\$79.66
Regulation 43-205 One principal for school with at least 375 students	1.0 Principal	\$77,214		\$98,833.92	\$197.67
Regulation 43-205 requires each school with an enrollment of 600 or more students to be staffed with at least one full-time assistant principal	Enrollment is less than 600; therefore, none is required.				
Original DMP	1.0 Secretary	\$25,647		\$32,828.16	\$65.66
	1.0 Attendance clerk/bookkeeper	\$25,246		\$32,314.88	\$64.63
Regulation 43-205 requires schools with an enrollment of 400 or more to employ a full-time media specialist	1.0 Library Media Specialist	\$50,156		\$64,199.68	\$128.40
Regulation 43-205 requires schools with an enrollment of 501 or more to employ one full time certified counselor.	1.0 Guidance Counselor	\$51,130		\$65,446.40	\$130.89
Section 59-10-210 Beginning school year 2007-08, one nurse in every elementary school	1.0 Nurse	\$33,883		\$43,370.24	\$86.74

**ELEMENTARY SCHOOL Enrollment of: 500**

REQUIREMENT	EXPLANATION OF CALCULATION	SALARY USED	Variable*	COST PER SCHOOL	COST PER PUPIL
Sections 59-10-10 and 59-10-20 of the Students Health and Fitness Act of 2005 and Provisos 1.70 and 1.80 require each student to have 50 minutes a week in PE in a class not to exceed 28 students per teacher; 59-10-20 requires one PE teacher for every 700 elementary students in FY07, one to 600 in FY08 and one to 500 in FY09. Section 59-210-40 requires professional development for PE teachers	1.0 PE Teacher	\$45,479		\$58,213.12	\$116.43
Section 59-28-160 and 59-28-170 Parental Involvement: Appoint a faculty contact, provide space, materials and resources	Recommendation from the National Network of Partnership Schools			\$12,500.00	\$25.00
Section 59-1-525; Provisos 1AA.3. and 1AA.7.Education Lottery Appropriations: K-5 Enhancement Program	Funds are currently allocated accordingly: \$50,000 per district plus \$100 per K-5 student for enhancements. For formative assessments, allocation of \$2000 plus \$5 per K-5 student; for a poverty index, \$3 per student times the district poverty index squared with a maximum of \$100,000; \$2000 per school rated as Unsatisfactory in December 2006. Base allocation for social studies of \$2,000 plus \$1 per student; Base allocation of \$50,000 for 21 ELA coaches in Phase 3 and \$30,000 for 20 coaches in Phase 4; math and science coaches based on applications awarding \$31,200 for 67 coaches; and \$30,000 for 36 technology coaches. In FY08, a total of \$47,614,527 was allocated for K-5 students. The FY06-07 135th day counts for students in grades K-5 totaled 315,836. Dividing \$47,614,527 by 315,836 yields a per pupil allocation of \$150.76.			\$75,380.00	\$150.76

**ELEMENTARY SCHOOL Enrollment of: 500**

REQUIREMENT	EXPLANATION OF CALCULATION	SALARY USED		COST PER SCHOOL	COST PER PUPIL
Section 59-18-310 formative assessment for students	According to the fiscal impact statement of H.4328 (Act 254), the revisions to the statewide testing system would require funding of formative assessments of \$9 per student in grades K-12			\$4,500.00	\$9.00
59-139-10 & Regulation 43-267 Early Childhood Intervention (Act 135) applies to grades 1-3	Compensatory weights for students in poverty and for students who are non-English speaking are funded separately in the model with EIA revenues.				
59-139-10 & Regulation 43-268 Academic assistance applies to students in grades 4-5	Performance weights for students needing remediation and students identified and served as gifted and/or talented both artistically are funded separately in the model with EIA revenues. In addition, compensatory weights for students in poverty and students who are non-English speaking are funded separately in the model with EIA revenues.				
59-18-500 (B-D), Regulation 43-240 & Proviso 1.57 Summer Schools					
Section 59-29-170, Regulation 43-220 & Proviso 1A.4: Gifted and talented program incorporates ratio of 1:20 for special school model and 1:15 for resource model					
Total for Elementary School					\$3,886.77
OTHER PRE-K Programs:	EXPLANATION OF CALCULATION	SALARY USED	Variable*	COST PER SCHOOL	COST PER PUPIL
Chapter 139 of Title 59, Regulation 43-264 and Proviso 1A.13 Half-day program for four-year olds. Allocations based on the number of kindergarten children who are eligible for free and reduced lunch; however, no district receives less than 90 percent of the amount it received in the prior fiscal year.	In FY2006-07, \$21,532,678 in EIA funds were allocated to an estimated 21,407 four-year-olds for a per child allocation of \$1,005.87				\$1,005.87
Proviso 1.75. SC Child Development Education Pilot Program	In the second year of the pilot program, the funded cost per child is \$3,931				\$3,931.00

Section 59-36-50 and Proviso 1.9 services for preschoolers with disabilities	1995 Joint Committee to Study Formula Funding in Education Programs recommended \$3,009 per student. In FY2006-07, 13,549 preschoolers with disabilities were funded at \$3,973,584. The population served is 4.33% of the total state enrollment in elementary schools.			<b>\$65,144.85</b>	<b>\$130.29</b>
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Salary\* -- Teacher salaries based on 2007-08 General Appropriation Act. All other salaries are based on Table 15 of *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2006-07* published by Educational Research Service. These salaries are the mean of the average salaries of personnel employed in the Southeast region which includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV.

Variable\* - Variables refer to data that is dependent upon the enrollment of the district or school and is used in the

Classifications	2003-04 ADM	2004-05 ADM	2005-06 ADM	2006-07 ADM	Current Weights	Revised Weights
<b>Kindergarten</b>	41,917.95	43,599.35	45,517.36	<b>46,422.29</b>	1.30	<b>1.00</b>
<b>Primary (1-3)</b>	123,924.54	125,618.86	129,664.55	<b>135,459.10</b>	1.24	<b>1.00</b>
Elementary (4-8)					1.00	
<b>Elementary (4-5)</b>	87,613.20	86,074.01	85,553.88	<b>86,607.79</b>		<b>1.00</b>
<b>Middle (6-8)</b>	138,876.77	141,805.01	140,374.02	<b>138,730.68</b>		<b>1.00</b>
<b>High School (9-12)</b>	78,732.81	78,349.85	78,982.25	<b>77,104.74</b>	1.25	<b>1.00</b>
<b>Educable Mentally Handicapped</b>	8,498.06	7,591.90	6,941.44	<b>6,084.15</b>	1.74	
<b>Learning Disabled</b>	44,333.09	45,117.04	45,887.10	<b>45,703.88</b>	1.74	
<b>Trainable Mentally Handicapped</b>	2,627.96	2,541.79	2,556.13	<b>2,527.39</b>	2.04	
<b>Emotionally Handicapped</b>	5,462.81	5,233.78	4,698.84	<b>4,391.67</b>	2.04	
<b>Orthopedically Handicapped</b>	1,164.15	984.43	998.07	<b>976.05</b>	2.04	
<b>Visually Handicapped</b>	613.60	581.33	566.52	<b>588.10</b>	2.57	
<b>Hearing Handicapped</b>	1,248.20	1,201.61	1,191.43	<b>1,170.44</b>	2.57	
<b>Speech Handicapped</b>	34,913.37	34,422.39	33,851.16	<b>32,481.93</b>	1.90	
<b>Homebound</b>	2,299.90	2,376.73	2,400.02	<b>2,449.23</b>	2.10	<b>1.00</b>
<b>Autism</b>	1,404.82	1,600.83	1,911.24	<b>2,251.67</b>	2.57	
Vocational 1	57,601.87	57,297.61	61,227.21	63,700.01	1.29	
Vocational 2	21,476.62	22,040.87	22,094.12	23,032.79	1.29	
Vocational 3	11,252.46	11,230.41	10,680.29	12,163.76	1.29	
<b>Career and Technology (Combine Vocational 1, 2 and 3)</b>	90,050.00	90,568.89	94,001.62	<b>98,896.56</b>		<b>1.20</b>
<b>Total General Education WPU</b>						
<b>Additional Classifications:</b>						
<i>Compensatory:</i>						
Poverty (K-12)			417,251.84	<b>433,517.46</b>		<b>0.20</b>
Non-English Speaking	10,984.00	16,049.00	27,000.00	<b>24,685.00</b>		<b>0.20</b>
<b>Total Compensatory WPU</b>						
<i>Program:</i>						
Gifted and Talented (3-12)	97,162.00	90,510.00	94,021.00	<b>102,387.00</b>	0.30	<b>0.15</b>
Remediation			112,555.00	<b>109,673.00</b>	0.114	<b>0.15</b>
Adult Education 17-21 Population	16,442.00	15,693.00	18,264.00	<b>19,407.00</b>		<b>0.20</b>
<b>Total Performance WPU</b>						
<b>GRAND TOTAL WPU</b>						

\* All counts are based upon the 2006-07 actual ADM counts or upon the most recent data provided by the South Carolina Education.

**NOTE: All classifications and ADMs in bold are unduplicated counts.**

## EXPLANATION OF CLASSIFICATIONS AND CHANGES OVER THE 2003 MODE

**Adult Education:** The funds would target young people who are between the ages of 17 and 21 and have not obtained a high school diploma. The allocation would equal \$1,000 per student for a minimum of 300 hours of attendance or the successful completion of a high school credential during the school year.

**Remediation:** In 2006 approximately 109,673 students in grades three through eight scored Below Basic on PACT I and II. The weighting of .114, which is also the current weighting for academic assistance in the EFA, would provide an additional \$114 per student to provide remediation services to these students.

**Poverty:** The original EOC funding models had separate line items for prevention and remediation. Prevention was for students in grades K-3 who were eligible for the free and reduced price lunch program and/or Medicaid. Remediation was for students in grades 3-8 who had scored Below Basic on one or more sections of PACT. The 2006 EOC funding model combines the two into a single line item for all students in grades K-12 who are eligible for the free and reduced price lunch and/or Medicaid. The model recognizes the chronic impact of poverty and assists students who score Below Basic to improve and students who score at or above to maintain academic achievement. According to the 2006 district report cards, 63.58% of the 135-day ADM for students in kindergarten, elementary, middle and high school in South Carolina were eligible for the free and reduced price lunch and/or Medicaid.

**Limited English Proficiency (LEP) or English to Speakers of Other Languages (ESOL):** An August 2007 report from the Federation for American Immigration Reform documents that state expenditures for English language instruction programs in public schools range from \$290 per student in Idaho to \$711 per student in Tennessee. In the case of Tennessee, the local funding program is documented at an additional \$487 per enrollee. The total amount of state and local expenditures for English language instruction is approximately \$1,200 per student. The state of North Carolina which funds LEP with state appropriations approximately \$1,200 per student. The state of North Carolina created a Joint Legislative Study Committee on Public School Funding Formula to review funding of various programs including the Limited English Proficiency Program. Using the Tennessee model of \$1,200 per student, the revised LEP weight for FY 2007 is 0.20.

**Career Exploration:** Due to passage of the Education and Economic Development Act of 2005, the costs associated with career specialists and guidance counselors are included in the base student costs rather than through a separate weight.

**Gifted and Talented (G&T):** In FY 2006-07, there were 70,809 Gifted and Talented Academic Students and 9,150 Gifted and Talented Artistic students. Based upon the allocation of G&T funds in FY07 which totaled \$33,397,533, districts received approximately \$417.68 per student served in G&T. In addition, 22,428 students who took one or more AP tests.

<b>2007 Revised WPU's</b>
<b>46,422.29</b>
<b>135,459.10</b>
<b>86,607.79</b>
<b>138,730.68</b>
<b>77,104.74</b>
10,586.42
79,524.75
5,155.88
8,959.01
1,991.14
1,511.42
3,008.03
61,715.67
<b>2,449.23</b>
5,786.79
<b>118,675.87</b>
<b>783,689</b>
<b>86,703.49</b>
<b>4,937.00</b>
<b>91,640</b>
<b>15,358.05</b>
<b>16,450.95</b>
<b>3,881.40</b>
<b>35,690</b>
<b>911,020</b>

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<b>FY2007-08 Appropriation *</b>	<b>General Fund</b>	<b>EIA</b>	<b>Lottery</b>	<b>Other</b>	<b>TOTAL</b>
Act 135 - Academic Assistance (K-3)		\$66,834,557			\$66,834,557
Act 135 - Academic Assistance (4-12)		\$49,402,019			\$49,402,019
Adult Education		\$12,677,703			\$12,677,703
Advanced Placement		\$3,970,000			\$3,970,000
Alternative Schools		\$11,688,777			\$11,688,777
APT/ADEPT	\$2,045,311				\$2,045,311
Career Specialists	\$21,922,284				
Competitive Teacher Grants		\$1,287,044			\$1,287,044
Credits for High School Diploma		\$23,632,801			\$23,632,801
Critical Teaching Needs		\$352,911			\$352,911
Education Finance Act	\$1,506,721,766				\$1,506,721,766
Employer Contributions	\$463,328,893				\$463,328,893
Gifted and Talented - Academic		\$30,451,890			\$30,451,890
Gifted and Talented - Artistic		\$4,302,530			\$4,302,530
Governor's Institute of Reading		\$1,312,874			\$1,312,874
High Schools that Work	\$1,780,000	\$1,000,000			\$2,780,000
Jr. Scholars Program		\$51,558			
Lunch Program	\$413,606				\$413,606
Middle School Initiative		\$4,937,500			\$4,937,500
CATE Equipment	\$4,739,548	\$3,963,520			\$8,703,068
National Board Certification	\$6,061,304	\$45,824,534			\$51,885,838
Nurse Program	\$597,562				\$597,562
Parenting/Family Literacy		\$5,605,803			\$5,605,803
Principal Salary Supplement		\$3,098,123			\$3,098,123
Professional Development		\$6,111,100			\$6,111,100
Professional Development -NSF		\$2,900,382			\$2,900,382
Reduce Class Size		\$35,047,429			\$35,047,429
Retiree Insurance	\$77,155,701				\$77,155,701
SAT Improvement	\$239,571				\$239,571
Student Health and Fitness (Nurses)	\$25,000,000				
Physical Education Teacher Ratio	\$5,688,911				
Summer School		\$30,750,000			\$30,750,000
Teacher Salary Supplement		\$79,290,057			\$79,290,057
Teacher Supplies		\$12,750,000			\$12,750,000
Teachers Salary Supplement Fringe		\$16,024,520			\$16,024,520
Tech Prep - School to Work		\$4,064,483			\$4,064,483
Technology		\$13,683,697			\$13,683,697
Young Adult Education	\$3,200,000	\$1,600,000			\$4,800,000
<b>SUBTOTAL:</b>	<b>\$2,118,894,457</b>	<b>\$472,615,812</b>			<b>\$2,591,510,269</b>

<b>FY2007-08 Appropriation *</b>	<b>General Fund</b>	<b>EIA</b>	<b>Lottery</b>		<b>TOTAL</b>
<b>Transportation:</b>					
School Bus Driver Salary & Fringe	\$38,136,543				\$38,136,543
Bus Drivers Workers Compensation	\$3,063,333				
Contract Drivers	\$378,531				\$378,531
Bus Drivers Aide	\$159,670				\$159,670
EAA- Transportation	\$4,000,000				
<b>SUBTOTAL:</b>	<b>\$45,738,077</b>				<b>\$45,738,077</b>
<b>OTHER:</b>					
K-5 Reading, Math, Science & Social Studies			\$44,303,700		\$44,303,700
6-8 Reading, Math, Science & Social Studies			\$2,000,000		\$2,000,000
High School Reading Initiative	\$1,000,000				\$1,000,000
<b>SUBTOTALS:</b>	<b>\$1,000,000</b>		<b>\$46,303,700</b>		<b>\$47,303,700</b>
<b>TOTAL STATE ALLOCATIONS:</b>					<b>\$2,684,552,046</b>
<b>Other State Revenue in Lieu of Taxes for FY2006</b>					
Local Property Tax Relief				\$244,802,371	\$244,802,371
Homestead Exemption				\$85,044,211	\$85,044,211
Merchants Inventory Tax				\$19,888,040	\$19,888,040
Manufacturer's Deprec Reimbursement				\$23,008,509	\$23,008,509
Other State Property Tax Revenue				\$9,354,986	\$9,354,986
<b>SUBTOTAL:</b>				<b>\$382,098,117</b>	<b>\$382,098,117</b>
<b>TOTAL:</b>	<b>\$2,165,632,534</b>	<b>\$472,615,812</b>	<b>\$46,303,700</b>	<b>\$382,098,117</b>	<b>\$3,066,650,163</b>
<b>OTHER:</b>					
Four-Year-Old Early Childhood		\$21,032,678			\$21,032,678
Transportation Four-Year-Olds		\$450,776			\$450,776
Preschool Children with Disabilities		\$3,855,017			\$3,855,017
Early Intervention Preschoolers		\$3,973,584			\$3,973,584
Arts Curricula		\$1,597,584			\$1,597,584
Children's Education Endowment Fund				\$10,300,000	\$10,300,000

\* Sources: Fiscal Year 2007-08 General Appropriation Act, [http://www.myschools.com/offices/finance/budget\\_information](http://www.myschools.com/offices/finance/budget_information) and FY2004-05 District Revenues, State Department of Education. All attempts were made to reflect only allocations to the eight-five school districts by excluding funds retained by SDE for administration, reallocated by provisos, or expended on special school districts, county boards, and vocational centers..



## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** EIA and Improvement Mechanisms

**Date:** December 10, 2007

### **REPORT/RECOMMENDATION**

Report on Retraining Grant Program

### **PURPOSE/AUTHORITY**

The EAA (Section 59-18-1560) establishes a grant program for schools rated Below Average and Unsatisfactory on the report card Absolute rating. The Accountability Division is required to review the expenditures each year to determine "effective use." Funds for the program have now been lumped into the technical assistance grant provided schools; evaluation of the expenditure of technical assistance funds for professional development will be included in the overall evaluation of technical assistance funds.

### **CRITICAL FACTS**

### **TIMELINE/REVIEW PROCESS**

Work began in spring 2007.

### **ECONOMIC IMPACT**

**Cost:** Fiscal impact not calculated

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2007-08

# Report on the South Carolina Retraining Grant Program



**SC EDUCATION  
OVERSIGHT COMMITTEE**

P.O. Box 11867 | 227 Blatt Building | Columbia SC 29211 | [WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**REPORT  
2006-2007 RETRAINING GRANT PROGRAM**

**STATUTORY PROVISIONS**

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as Below Average or Unsatisfactory:

The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

Provisos regarding the Retraining Grant Program have been in the appropriations acts beginning with Fiscal Year 2001-02. Pertinent provisos included in the Appropriations Act for FY2007 were:

**1A.44.** (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for homework centers, teacher specialists, principal specialists, retraining grants, technical assistance to below average schools, and principal leaders must be allocated accordingly. Schools receiving an absolute rating of below average must submit to the Department of Education a school renewal plan that includes actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. Upon approval of the plans by the Department of Education and the State Board of Education, the school will receive an allocation of not less than \$75,000, taking into consideration the enrollment of the schools. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplement health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel

as needed and as stipulated in the school renewal plan. Funds not expended in the current fiscal year may be carried forward and expended for the same purpose in the next fiscal year.

Schools receiving an absolute rating of unsatisfactory will be provided an external review team evaluation. Based upon the external review team evaluation, the schools must submit to the Department of Education a school renewal plan that includes actions consistent with the alternative research-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. Upon approval of the plan by the Department of Education and the State Board of Education, the schools will receive an allocation of not less than \$250,000, taking into consideration the enrollment of the schools and the recommendations of the external review team. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplement health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel as needed and as stipulated in the school renewal plan. Funds not expended in the current fiscal year may be carried forward and expended for the same purpose in the next fiscal year.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of unsatisfactory or below average in designing and implementing school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the school renewal plan. In addition, the department must monitor the expenditure of funds and the academic achievement in schools receiving these funds and report to the General Assembly and the Education Oversight Committee by January 1 of 2007 and then by January 1 of each fiscal year following as the General Assembly may direct.

and

**1A.47.** (SDE-EIA: XI.A.4-Retraining Grants) Funds appropriated for retraining grants in the prior fiscal year may be retained and expended during the current fiscal year by the schools that were awarded the grants during the prior fiscal year for the same purpose. Funds appropriated for Retraining Grants may be used for training for superintendents and school board members. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and must expend the funds for planning purposes in accordance with Section 59-18-1560. The school is then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. A school designated as unsatisfactory or below average for consecutive years may combine the additional retraining grants allocations and homework center allocations for professional development or for extended school day in accordance with the school's improvement plan. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.

Proviso 1A.47 was removed in the 2008 Fiscal Year appropriations bill and replaced by portions of proviso 1A.42. The pertinent portion of the proviso states:

**1A.42.** (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for technical assistance to schools with an absolute rating of below average or unsatisfactory on the most recent annual school report card must be allocated accordingly. First, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, up to \$10,000 from the funds appropriated for technical assistance and must expend the funds for planning purposes in accordance with Section 59-18-1560 of the 1976 Code. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 of the 1976 Code, is not eligible to receive additional funding until the requested data is provided. . . .

## **OVERVIEW OF THE PROGRAM**

The history of the Retraining Grant program has been chronicled in previous reports that can be viewed at [http://www.sceoc.com/PDF/Retraining\\_Grant\\_Program\\_2003\\_04\\_Final\\_Report.pdf](http://www.sceoc.com/PDF/Retraining_Grant_Program_2003_04_Final_Report.pdf) and <http://www.sceoc.com/PDF/reports/Retrainingstudy2005.pdf>. The academic year 2006-07 was the eighth year of the program and the sixth year that awarding of a Retraining Grant was based on the Absolute report card rating. Awarding of the money changed, however, and instead of receiving a monetary appropriation based on the number of certificated personnel in the school, the Retraining Grant funds were combined with other technical assistance funds and appropriated to schools as a lump sum appropriation. Administration of the program, in its altered form, remained the responsibility of the Office of School Quality in the South Carolina Department of Education (SCDE).

**Table 1**  
**Statistical History of the Program**

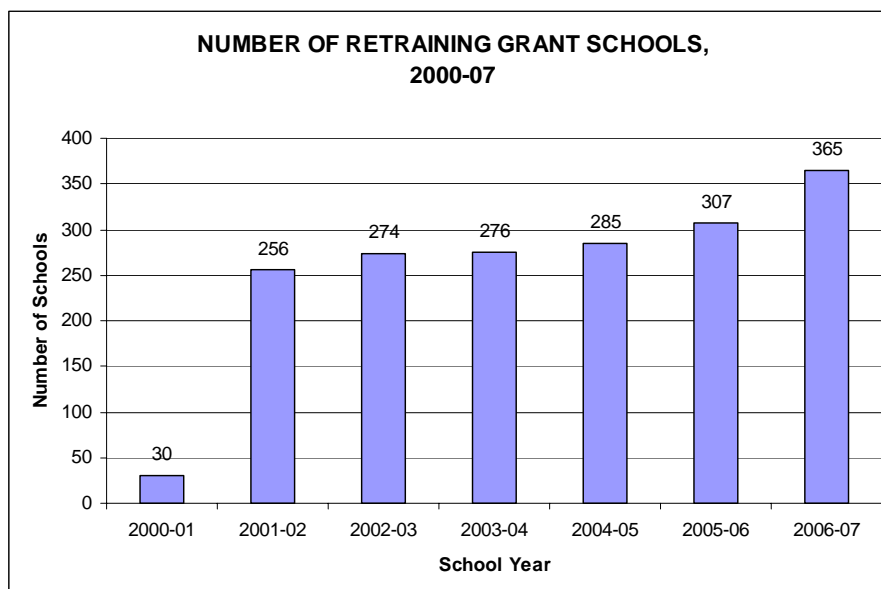
<b>Fiscal Year</b>	<b>Appropriation</b>	<b># of schools</b>	<b>Amount per certificated staff</b>
1998-1999	\$750,000	30	\$838.04
1999-2000	\$750,000	30	\$838.04
2000-2001	\$750,000	30	\$838.04
2001-2002	\$4,875,000	256	\$500 Unsatisfactory Schools \$330 Below Average Schools
2002-2003	\$9,265,645	271	\$550
2003-2004	\$9,265,645	276	\$550
2004-2005	\$7,460,500	285	\$450 / \$10,000 planning grant for new schools
2005-2006	\$5,565,000	307	\$450 / \$10,000 planning grant for new schools
2006-2007	\$6,144,000	365	Money for schools from 2005-06 included in Appropriation for Below Average and Unsatisfactory schools re Proviso 1A.44, (now proviso 1A.42). \$10,000 planning grant for new schools identified by 2006 report card

\* Number of schools receiving planning grant TBD after appeals from schools and districts are completed.

Prior to 2001-02, schools that received Retraining Grants were located in the seven school districts that were listed as “impaired.” Since 2001, schools that receive an Absolute rating of Unsatisfactory or Below Average on the annual school report card automatically qualify for the program. The statistical evolution of the program is outlined in Table 1 above.

Consolidation and/or closing of schools have led to fluctuations in the number of schools continuing from year to year. Until the 2005-06 school year, however, no school had been removed from the list due to improvement. As part of the report on the program for the 2003-04 academic year, the recommendation was made that 39 schools identified as Unsatisfactory or Below Average on the 2001 report card no longer receive Retraining Grant funds after the 2004-05 academic year because they had received Absolute ratings of Average or above on three consecutive report cards from 2002-2004. The recommendation was adopted by the SCDE and 39 schools exited the program at the beginning of the 2005-06 academic year.

In the report on the Retraining Grant Program for 2002-03, the recommendation was made that the “Criteria to determine the eligibility of schools that receive an absolute rating of average or above after the third year in the program should be determined prior to the end of the 2003-04 school year by the Accountability Division in consultation with the State Department of Education (SDE).” After meeting with the representatives of the Office of School Quality at the SCDE, staff from the EOC and the SCDE agreed that all schools in the third year of the program, regardless of their absolute report card rating in 2004, would need to apply for the possible two year extension. The Office of School Quality designed an extension process and notified all schools of the necessary procedures to obtain an extension. Essentially, the criteria for an extension included a formal request for an extension and a pledge of assurance that deficiencies identified in the use of the retraining funds in previous reports would be corrected. A school was required to file an updated School Renewal Plan as part of the annual extension process. An issue that had to be addressed by the end of the 2005-06 academic year was the status of all schools that entered the program as a result of the 2001 report card; the three year initial grant period and the two year maximum extension period ended with the end of the academic year. At the end of the 2005-06 school year, and partly as a response to Proviso 1A.44, 53 schools whose Absolute rating in 2005 was Average or above were dropped from the technical assistance program for 2006-07. Thus, of the 307 schools that received retraining grant funds in 2005-06, 254 received technical assistance funds, of which retraining grant funds are a part, for the 2006-07 school year.



Since 2001-02, the SCDE Office of School Quality has distributed \$29,980,509 to the eligible schools; \$4,268,039 in 2001-02, \$6,621,670 in 2002-03, \$6,826,655 in 2003-04, \$5,616,150 in 2004-05, \$5,537,995 in 2005-06, and \$1,110,000 in 2006-07. Appendix A contains information on the schools receiving funds since 2001-02. According to the responses from the schools to the survey conducted by the Accountability Division over the past five years, and from data obtained from SCDE fiscal audits through the 2005-06 fiscal year, the schools have spent at least \$ \$28,776,968 on retraining grant activities, or 95.9 percent of the distributed funds. This figure is incomplete because fifteen schools did not report how they spent the money during the 2002-03 school year, and the vast majority of the funds distributed in 2006-07 through planning grants was unspent because the money was not sent to the schools until April 15, 2007. It also does not necessarily include the money transferred by school districts from the program to other activities through the flexibility provision, and at least \$93,540.45 has been returned to the SCDE from districts unable to spend the money within two years. See Table 2 for further detail.

**Table 2**  
**Retraining Grant funds returned to the SCDE from 2003-04 and 2004-05**

District	\$ Amount Returned	\$ Total Appropriated	% Returned
Aiken	\$3,297.72	\$163,160	2.02
Anderson 5	\$14,137.00	\$52,550	26.9
Barnwell 19	\$26,259.39	\$60,550	43.37
Chester	\$22,646.91	\$213,430	10.61
Chesterfield	\$292.12	\$69,725	.42
Jasper	\$16,499.00	\$230,000	7.17
Kershaw	\$7,550.00	\$80,900	9.33
Marion 1	\$9.31	\$113,775	.01
Richland 1	\$2,849.00	\$942,970	.30

The percent spent is up from 88% spent through the 2005-06 school year, primarily because only \$1,110,000 in new money was distributed through the program in 2006-07. Monies carried forward by schools from 2005-06 were expended during 2006-07 school year, but the amount that must be returned to the state because it was not spent has yet to be determined through the annual audit process. The 2006-07 distribution did not occur until April because SCDE had set aside funding for only 27 schools, and funding for 111 schools was needed. Rather than distribute \$270,000 among the 111 schools (\$2,432.43 per school) while additional funds were located, SCDE decided to not disseminate any funding until the full \$10,000 could be provided to each school. Once the funding was located, the distribution occurred, but school were unable to expend the funds for their purpose – helping determine the School Renewal Plan – as the plans were due to SCDE on or before April 30, 2007. The delayed distribution follows the 2005-06 glitch where SCDE transferred the money to the school districts in January 2006, but the schools did not receive notification that the money was available from the Office of School Quality; most schools did not realize they received the money until they were contacted by the Accountability Division for an explanation of how the money was spent. The vast majority of the funding from 2005-06 planning grants was carried forward to 2006-07.

Additionally, the fact that schools have professional development money from other sources complicates the ability to spend all of the retraining grant funds. The retraining grant funds are to supplement, not supplant existing district funds, thus the district funds are to be expended as well. Some schools receive Title I funds. Of the 365 schools that received retraining grants in 2006-07, 231 received Title I professional development funds. Professional development enhancement monies from the lottery and funds from reading initiatives have further complicated the ability of schools to expend the retraining grant funds. Additionally, the record keeping for the different revenue sources may not be the responsibility nor available at the

school level. In fact, SCDE does not have information on which schools carry forward retraining grant funds – the money is carried forward under the district name only. Finally, it is probable that some of the retraining grant schools simply have resources or access to services beyond what they can reasonably utilize during a given year.

## **PROCEDURES FOR THE REVIEW**

The Accountability Division has relied on information from several sources to complete this and previous retraining grant studies. From the South Carolina Department of Education (SCDE) the “Guidelines for the Retraining Assistance Grants for School Faculty and Administration” (see Appendix B) and copies of the School Renewal Plans approved by SDE for each qualifying school have been consulted. Previous reports prepared by the Accountability Division on the Retraining Grant Program for school years 1998-99 through 2005-06 also were reviewed. In addition, academic achievement data as reported on the annual school report cards for the 2006-07 school year will be reviewed after the release of the annual school report cards. In previous years responses to an on-line questionnaire co-authored by the Education Oversight Committee (EOC) and SDE staffs and administered by the EOC staff comprised the bulk of the remaining information studied over the years (see Appendix C for a copy of the last survey conducted). The on-line survey included information regarding amount of funds spent, the number of teachers and administrators served and explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services. The survey was not conducted in the spring of 2007 as in previous years for several reasons: schools continuing to receive technical assistance did not receive specific allocations of retraining grant funds since those funds were part of the lump sum technical assistance grant; SCDE could not provide information on which schools carried forward retraining grants funds; and the schools receiving the planning grants did not receive the appropriation until it was too late to use the funds for their intended purpose. And, in the future, the expenditure of Retraining Grant planning grants will become part of the overall review of technical assistance programs.

Schools and district offices were asked to review the information in a preliminary report and provide feedback and supporting information for data considered incorrect or incomplete. School and district officials had until December 19, 2006 to submit pertinent additional information on the 2005-06 report. This is the final report for 2007.

The survey mentioned above was sent to each school receiving Retraining Grant funds. Principals and superintendents received notification of the need to complete the survey during May of each year. Available on-line, principals initially had six weeks to complete the survey. By the end of the allotted time, just over ninety percent of the principals had completed the survey. The deadline was extended for two additional weeks. During the last two years of the program, information from all schools had been received on all parts of the survey. The 100 percent response rate probably was influenced by an amendment to proviso 1A.47 of the Appropriations Act of 2004 and continued in the Appropriations Acts of 2005 and 2006. The amendment read: “. . . Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.” During the life of the program only one school lost funding for failure to respond to the survey in its entirety.

The survey consisted of five parts. The first part was essentially a registration area where the school name, principal's name, amount of grant awarded, amount of grant spent, and similar

questions were asked. Portions of part one, including the school's BEDS code and the amount of the grant from the state for the previous two years, were preloaded to assist the principal in completing the survey. Principals logged on to the survey using their BEDS code in order to match the respondent to the school. A respondent was required to complete part one of the survey in order to proceed with the remainder of the survey. One question in part one of the survey asked principals if any of the funds were used flexibly, and if so, how much. Eight percent of schools reported spending some of the available funds flexibly, while ninety-two percent stated no funds were spent flexibly. All total, for the two years that flexibility was allowed, \$237,140 of the \$11,174,145 (2.1 percent) was spent flexibly, according to self reported data. The funds diverted were diverted to the operation of homework centers under the provisions in Proviso 1A.47 that allowed schools to combine retraining grant funds and homework center funds as needed.

Part two of the survey requested information on the principal. The questions included information on the educational level of the principal, years of experience as a principal and in education as a whole, and information on how long the principal had been at the school. Information on the principal was requested in order to track the stability and experience of the leadership at the school. It should be noted that since inception of the program based on the Absolute rating, 79 percent of the principals at schools receiving retraining grants had been at the school five years or less; 14 percent of the principals had been at the school 6-10 years, and only seven percent had been at the school over ten years. While the vast majority of the principals had been at the school five years or less, half of the principals had been a principal somewhere for six or more years, and more than 95 percent of the principals had been educators for over ten years. On average, 10 percent of the principals changed each year.

Part three of the survey requested information on the certificated staff. Questions included information on the number of certificated staff positions at the school, number of non-certificated teachers at the school, number of teachers participating in the Teacher Loan Program, and educational level of the certificated staff. Information on teacher turnover, educational experience of the staff and longevity of the staff at the school also was collected in order to track teacher turnover at the school over the life of the grant. Teacher stability and educational level of the teaching staff was important to the potential success of the Retraining Grant Program, for if the staff of a school was constantly changing year after year, the long-term impact of the Retraining Grant Program at the school would be significantly reduced. Table 3 provides information on certification statistics at the schools receiving Retraining Grants between 2002-03 and 2005-06.

**Table 3**  
**Teacher Certification**

<b>Teaching Positions</b>	<b>Certified Teachers</b>	<b>Critical Needs</b>	<b>Out-of-field</b>	<b>% Certified</b>
43,890	42,008	1,176	706	95.7

\* Duplicated count.

Information from part three of the survey revealed important data. Of the teachers in the retraining grants schools, eight percent were in their first year of teaching and a total of 30% had five or fewer years teaching experience. Overall, half of the faculty of Retraining Grant schools had 10 or fewer years in education as a whole. Even more interesting is the fact that, of the teachers served by the program during the four year span for which complete data are available, an average of 50 percent had been at their present school five or fewer years. It is difficult to maintain school improvement when teacher turnover prevents sustained concentration on identified professional development activities. Continuity in the teaching staff is essential to the success of any professional development activity.

**Tables 4 and 5**  
**Retraining Grant Schools' Teacher Data**  
**2002-03 through 2005-06**

<b>Years Teaching</b>	<b>Number 02-03 (%)</b>	<b>Number 03-04 (%)</b>	<b>Number 04-05 (%)</b>	<b>Number 05-06 (%)</b>
First Year	881 (9)	720 (7)	875 (8)	1,038 (9)
1-5 Years	2,336 (23)	2,347 (23)	2,312 (21)	2,564 (21)
6-10 Years	1,955 (19)	1,865 (18)	2,132 (19)	2,367 (19)
11-15 Years	1,441 (14)	1,435 (14)	1,660 (15)	1,848 (15)
16+ Years	3,677 (36)	3,877 (38)	4,222 (38)	4,338 (36)

<b>Years Teaching at that School</b>	<b>Number 02-03 (%)</b>	<b>Number 03-04 (%)</b>	<b>Number 04-05 (%)</b>	<b>Number 05-06 (%)</b>
First Year	1,441 (14)	1,374 (13)	1,860 (17)	1,658 (14)
1-5 Years	3,923 (38)	3,827 (37)	3,768 (34)	3,999 (33)
6-10 Years	1,955 (19)	1,944 (19)	2,227 (20)	2,439 (20)
11-15 Years	1,132 (11)	1,152 (11)	1,368 (12)	1,417 (12)
16+ Years	2,139 (21)	1,947 (19)	1,978 (18)	2,642 (22)

One other fact from the teacher portion of the survey is interesting. Of the teachers served by the program over the four year span for which complete data are available, an average of 51.15 percent had a bachelors or a bachelors +18 certificate. Less than one percent of the staff possessed a doctorate. According to the 2006 report card, the median district in South Carolina has 50% of their teachers with advanced degrees, so the average percentage of faculty with advanced degrees at retraining grant schools was just below the average for the state.

Faculty turnover was an important issue. A section on teachers returning to their school was included in the survey beginning in 2004-05. Table 6 shows the teacher turnover rate for schools by Absolute rating over the two year period 2004-2006. Overall, the principals reported that they expected, at a minimum, 18 percent of the teachers to not return to their school.

**Table 6**  
**Teacher Turnover by School Rating**

<b>School Rating</b>	<b>Teaching positions</b>	<b>Teachers not Returning</b>	<b>Percentage not returning</b>
Excellent	621	85	13.7
Good	2,306	280	12.1
Average	6,933	913	13.2
Below Average	10,930	2,172	19.9
Unsatisfactory	2,205	531	24.1
No rating	361	38	10.1
<b>Total</b>	<b>23,356</b>	<b>4,019</b>	<b>17.2</b>

\* Schools with no rating are schools that received funds due to consolidation with schools receiving funds in the past, reconfiguration, or other documented change, but have not received a report card of its own.

Part four of the survey contained Likert scale questions focusing on five areas: the Retraining Grant Program, Funding, the Planning Process, Support for the Program, and General Information on the activities conducted. Respondents were asked to respond to 33 statements by choosing Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree from a pull down menu. Responses to the statements are contained in the table on the next page. The numbers presented are averages over the four years complete data is available.

**Table 7**  
**Likert Scale Responses**

STATEMENTS	RESPONSES					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Did Not Respond
<b>Section I. The Program</b>						
Teachers benefited from the program	78%	19%	<1%	<1%	2%	<1%
Teachers used in class what they learned	53%	42%	0%	1%	3%	1%
Teachers felt pressured by the program	5%	9%	55%	23%	7%	1%
Student achievement was affected positively	45%	44%	0%	<1%	10%	<1%
Staff responsibilities for activities were identified	49%	46%	<1%	<1%	3%	1%
The program fostered improved instruction	58%	37%	0%	<1%	4%	<1%
Procedures exist to evaluate effectiveness of the program based on student needs and state assessment scores	41%	51%	2%	<1%	5%	<1%
Procedures exist to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s)	26%	52%	6%	1%	14%	1%
<b>Section II. Funding</b>						
Funding was available in a timely manner	58%	33%	4%	<2%	4%	<1%
Funding was available for innovative professional development	64%	32%	<1%	<1%	<2%	<1%
The program adequately supported the implementation of the SRP	65%	31%	<1%	<1%	1%	<1%
District procurement procedures did not hinder the process	45%	43%	6%	<2%	4%	<1%
SCDE procurement procedures did not hinder the process	52%	40%	<2%	<1%	5%	<1%
Consultant resources were available	48%	44%	1%	<1%	5%	1%
<b>Section III. The Planning Process</b>						
Guidelines for the Retraining Grant Program were clear	46%	47%	4%	<1%	3%	<1%
The SCDE Model Revision Process for the program is practical	38%	51%	2%	<1%	8%	<1%
SCDE assistance was available	47%	48%	<1%	<1%	4%	<1%
SCDE assistance was utilized	32%	53%	8%	<1%	6%	<1%
Timeline for the Retraining Grant did not hinder implementation	39%	49%	4%	1%	5%	<1%
Faculty were involved in the planning process	50%	46%	<2%	<1%	<2%	<1%
<b>Section IV. Support</b>						
The school board was supportive of the Retraining Grant activities	56%	38%	<1%	<1%	5%	<1%
The superintendent was supportive of the Retraining Grant activities	66%	30%	<1%	<1%	3%	<1%
<b>GENERAL INFORMATION</b>						
Professional development was scheduled to minimize teacher absences during class time	57%	37%	2%	<1%	2%	1%
Professional development was scheduled at times teachers could attend	60%	36%	<1%	<1%	2%	<2%
Each activity was evaluated for effectiveness throughout the year	37%	53%	3%	<1%	5%	1%
Teachers had adequate time to practice skills learned	42%	49%	2%	<1%	4%	1%
Professional development emphasized active participant involvement	59%	38%	<1%	<1%	2%	1%
Professional development activities were based on research	62%	35%	0%	<1%	2%	1%
Professional development activities were aligned with previous activities	54%	41%	<1%	<1%	3%	1%
Administrators participated in the professional develop. activities with teachers	63%	33%	<1%	<1%	2%	1%

The responses to the Likert scale questions bear some reflection. The results indicate that the principals believed the program did have a positive overall effect on their schools. Ninety-seven percent of respondents over the four years indicated that teachers benefited from the Retraining Grant Program and 95 percent responded that the teachers used what they learn through the program in class. Eighty-nine percent of respondents in believed that student achievement was positively affected by the program; and 95 percent believed that instruction was improved by what teachers learned through the program. The vast majority of respondents believed that local school boards and superintendents supported the activities held at the school through the program. Ninety-six percent of the principals agreed that professional development activities were scheduled so that teachers could participate and 94 percent stated that the activities were scheduled at times to minimize teacher absences from classes.

Two areas had less favorable results, according to the principals – the procurement processes of the school districts and SCDE and the evaluations process for each activity. Overall, almost 13 percent of the principals stated that district procurement practices hindered their expenditure of the money, and eight percent felt state procurement practices hindered their use of the money. In regards to evaluation of the activities planned and implemented, the principals believed that less than 78 percent of the activities helped them reach their school's parental involvement goals, and barely 90 percent felt that their activities were evaluated for effectiveness during the school year.

The overall positive responses of the principals raises an important question: If teachers were benefiting from the program and student achievement was being affected positively, why have the ratings data not shown improvement? Perhaps one answer is that the schools did not planning sufficient activities in all of the core disciplines, or in areas that affect the school ratings, like student retention (graduation rate). Or, perhaps the professional development activities conducted remained more traditional in nature and more innovative instructional measures were not introduced. Regardless of the answer, the principals viewed the program positively.

In the first years of the program the schools entering the program for the first time complained that the year was essentially over by the time they received their money after submitting and obtaining approval of their School Renewal Plan by SCDE by the end of April. With only two months left in the fiscal year, schools new to the program were unable to benefit from their allotment. Previous reports on the Retraining Grant Program highlighted this issue and in the 2002-03 report the recommendation was made that a "planning grant" be developed for schools new to the program during a given academic year. In the FY2005 budget, a proviso established a planning grant for schools new to the program and also preserved the full three year Retraining Grant Program for those same schools. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card was to receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and was to expend the funds for planning purposes in accordance with Section 59-18-1560. The school was then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. Forty-eight schools received planning grants during the 2005-06 academic year but few made use of the money because most the principals did not know the money had been transferred from SCDE to the school district. Schools could not make efficient use of the money as they were unaware the money was available and the opportunity to use the money to develop a vibrant School Renewal Plan that would impact student achievement was lost. In 2006-07, 111 schools qualified for a planning grant, but the money was not transferred to the schools until mid April 2007. Once again the money was not used by the schools for its intended purpose, to assist the schools in developing their School Renewal Plans due at the end of April. Proviso 1A.42 retains the planning grant in the technical assistance program, but for the money to be of service to the schools, the money must be transferred to the schools by January 1, and the school must be notified that money has been distributed. Without the timely transfer and the appropriate communication of the transfer to the school, the usefulness of the planning grant is lost. The availability of funds must be rectified in the future so that schools new to the technical assistance program have an opportunity to sufficiently utilize the planning grant.

Part five of the survey requested information on the specific activities funded through the Retraining Grant Program. Respondents could provide up to seven different activities each year. Information requested on each activity included whether the activity was a continuation of an earlier activity. Respondents also provided information on the content area the activity addressed, the format of the activity, the objective or strategy the activity addressed from the

School Renewal Plan of the school, how many teachers and administrators participated in the activity, and what kind of follow-up was provided for the activity.

The number of activities reported by the schools in 2005-06 was 946, down from 976 in 2004-05, and down from 1,092 in 2003-04. In 2003-04, the average number of activities per school was just under four per school, in 2004-05 the average was just under three and a half, but in 2005-06, the average was just over three per school. Additional activities could have been initiated since the schools were limited to only seven activities, but only 129 schools reported initiating seven activities. Of the 3,014 activities, over 66.7 percent were continuations of the previous year's professional development activities. The attempt by many schools to continue implementation of previous activities is important because it takes three to five years to institutionalize procedures learned through professional development activities in the school. Changing activities too frequently has been a major criticism by educators of professional development initiatives in the past; they barely have a chance to learn about the activity before they are being asked to learn another, sometimes contradictory, teaching method. Care was given by the schools to make sure that professional development initiatives funded by the retraining grant program were fully implemented and institutionalized before new initiatives were started. Schools were also given the opportunity to report activities on which they continued implementation but on which the expenditure of money was not needed and many schools responded to the inquiry positively.

As part of the review of the Retraining Grant program, the activities submitted by the schools were analyzed for common topics or professional development activities beginning with the 2003-04 survey. Nine key areas for professional development were identified for analysis. The key areas were: reading, writing, mathematics, science, social studies, classroom management or discipline, best practices, curriculum alignment or development, and assessment and testing. The key areas are listed on the left hand side of the following table and the frequency by school level (elementary, middle, and high) follow. Schools that cover more than one level, such as a K-8 school or a 7-12 school were not separated but are part of the total column. Some activities reported by the schools count in more than one key area, such as when a school reports mathematics curriculum development or reading and writing across the disciplines. Though the analysis is not scientific, it provides a glimpse of the primary activities conducted under the Retraining Grant Program.

**Table 8**  
**Professional Development Topics**

<b>Key Area</b>	<b>Total 03- 04</b>	<b>Total 04- 05</b>	<b>Total 05- 06</b>	<b>Elem 03- 04</b>	<b>Elem 04- 05</b>	<b>Elem 05- 06</b>	<b>Mid 03- 04</b>	<b>Mid 04- 05</b>	<b>Mid 05- 06</b>	<b>High 03- 04</b>	<b>High 04- 05</b>	<b>High 05- 06</b>
Reading	166	152	109	75	79	51	54	39	27	30	29	24
Writing	120	83	62	44	39	30	37	19	19	30	23	7
Mathematics	186	146	115	82	78	48	55	39	29	38	23	21
Science	58	49	73	21	24	36	22	13	17	12	11	8
Social Studies	27	23	27	9	14	15	11	3	10	5	5	2
Classroom Management	42	45	34	13	19	12	12	12	8	13	13	8
Best Practices	92	80	75	35	37	34	29	21	18	20	21	15
Curriculum Alignment	158	141	111	56	52	42	42	36	33	45	52	30
Assessment	101	76	66	27	31	29	42	20	21	27	25	12

For elementary and middle schools, the number of professional development activities reported for science and social studies is disproportionately less than activities for mathematics and language arts for all three years of the analysis. Perhaps in view of the impact of those disciplines on the Absolute ratings of the 2005, 2006 and 2007 report cards, schools should have provided additional activities that improve curriculum, instruction, and assessment in science and social studies.

Of the 307 schools receiving retraining grant funds in 2005-06, 200 schools remained from the first year of 2001-02. The number is smaller than the initial year because several schools have been consolidated or closed and 23 schools no longer received funds as a result of improved performance. Of the 200 schools:

- 82 were elementary schools, 78 were middle schools and 40 were high schools.
- 0 (16.8%) received an absolute rating of Below Average or Unsatisfactory in 2001, but on the five subsequent report cards issued in 2002, 2003, 2004, 2005 and 2006, they received a rating of Average or above.
- 12 (6%) were Unsatisfactory on all six report cards.
- 48 (24%) were Below Average on all six report cards.
- 48 (24%) fluctuated between Unsatisfactory and Below Average on the six report cards.
- 92 (46%) were rated Average or above at least once on the 2002, 2003, 2004, 2005 or 2006 report cards.

**Table 9**  
**Report Card Analysis of Schools Receiving Retraining Grants**  
**2001-02 through 2005-06**

Absolute rating	Total	Elementary Schools	Middle Schools	High Schools
Unsatisfactory all five report cards	12	0	8	4
Below Average all five report cards	48	17	27	4
Unsatisfactory or Below Average all five report cards	48	13	25	10
Average and above after 2001 report card	0	0	0	0
Fluctuating between Average and above and Unsatisfactory and Below Average	92	52	18	22
Total	200	82	78	40

The middle schools remain an area of concern; 60 of the 78 (76.9%) schools identified in 2001 as Below Average or Unsatisfactory have remained so, compared to 30 of 82 elementary schools (36.6%) and 18 of 40 high schools (45%).

On the 2005 report card 39 schools that scored Below Average or Unsatisfactory on the 2001 report card scored Average or above on each report card between 2003 and 2005. However, of the 39 schools that had received Absolute ratings of Average or above on each of the report cards between 2003 through 2005, fifteen dropped to Below Average or Unsatisfactory on the 2006 report card (eight elementary schools, six middle schools and one high school). The challenge to get out of the Retraining Grant Program and stay out remains high. Results for the 2007 report card are not available at this time.

The statute uses the phrase “effective use” to describe the use of the funds by the receiving schools. For purposes of the evaluation, “effective use” was defined as having used the grant to implement the School Renewal Plan with the intended or expected effect of improving professional practices, thereby resulting in higher levels of student achievement. A panel of three educators reviewed the activities reported by the school and compared the activities

reported to the school's School Renewal Plan to determine "effective use." The panel also reviewed other data reported by the school, including the number of follow-up sessions to each activity, the participation of the school's administration in the activities, and the number of activities open to all faculty at the school.

The criteria for effective use were drawn from the 2003-04 South Carolina Department of Education Standards of Professional Development and published in the guidelines for the retraining grants. The Standards of Professional Development were revised in late spring 2004 and new standards were in place for 2004-05. The most important component of the criteria for the "effective use" review was that all activities undertaken through the Retraining Grant Program were designed to improve student learning. Effective use included, but was not restricted to:

- Funds were expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers;
- Funds were expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization;
- Funds were expended on activities chosen through data-driven decision making, that were research-based and provided theory, demonstration, practice with feedback, and follow-up for all participants; and
- Funds were expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Deficiencies were detailed for each school that had received a retraining grant for more than one year based on the application of these criteria and after comparing the self-reported data on the survey with the School Renewal Plan submitted to SCDE. Student performance data for each school as reported on the four school report cards issued between 2001 and 2006 also were part of the review for deficiencies.

The possible deficiencies were:

- Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Funds were not expended on activities chosen through data-driven decision making, that were research-based and provided theory, demonstration, practice with feedback, and follow-up for all participants.
- Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Data reviewed for the first deficiency listed above included the number of teachers at the school, the number of teachers participating in the activities reported in the survey, the number of follow-up sessions to each activity and the date during the school year the activities were to be conducted according to the School Renewal Plan. *A school was reported deficient if fewer than ninety percent of its faculty participated in the activities or there were no follow-up sessions for the activities reported.*

Data reviewed for the second deficiency listed above included the number of activities reported by the schools, whether the administration participated with the faculty in the activity, whether there were follow-up sessions scheduled for the activities reported and how they were conducted and whether the activity or activities reported were new to the school for the

academic year. *A school was reported deficient if more than fifty percent of the activities reported were new to the school that year and supporting information indicated activities begun in previous years were not continued.*

Data reviewed for the third deficiency listed above included whether the activities reported were aligned with the School Renewal Plan, whether the activities were research-based, and how the activities were presented to the faculty and staff. *A school was reported as deficient if more than one-third of the activities reported were not contained in the School Renewal Plan, the activities reported were not research based, or if the method of presentation of the activities was inappropriate.*

Data reviewed for the fourth deficiency listed above included whether the activities reported were designed to include all certificated staff at the school, whether multiple formats for professional development were utilized to present the activities, and whether the activities were presented by credible providers. *A school was reported as deficient if the activities were not led by credible providers (as identified by SCDE approved lists), activities were not designed to include all certificated staff at the school, or all activities were presented in the same format (format was not an issue if only one activity was reported).*

Finally, two additional items were scrutinized from the information reported by the schools for the reports in 2004-05 and 2005-06. According to the program guidelines (see Appendix B) developed by the SCDE, funds provided through the Retraining Grant Program were to be used for professional development only; funding of activities other than professional development activities was an inappropriate use of the funds according to the guidelines; 10 schools were cited over the years for spending funds on items outside the program guidelines. Too, principals were asked to report the total amount of funds spent from the Retraining Grant Program during the year and how those funds were divided among the various reported activities. Of the 270 schools continuing in the program from 2003-04, 75 schools (27.8%) provided insufficient detail on how the total funds were spent. Of the 259 schools continuing in the program from 2004-05, 76 schools (29.3%) provided insufficient detail on how the total funds were spent. Insufficient detail was noted when a school provided explanation for less than 80% of the total amount reported spent (e.g., a principal reported spending \$25,100 in Retraining Grant funds but provided detail on only \$11,000).

Deficiencies were not reported for any school the first year they received the money due to the resulting fact that those schools did not officially enter the program until half of the academic year had passed. Too, the funds provided those schools was for planning the development of a new School Renewal Plan. And, many of those schools did not received notification that the planning grant funds were available for their use and, therefore, they did not expend the money.

In reviewing the data on the schools, the number schools receiving deficiencies in any of the four areas fell from 2002-03 to 2005-06. Table 10 provides a look at the number of schools receiving deficiencies in each of the four areas. The percentage of schools is based on the number of schools continuing in the program from the previous year.

**Table 10**  
**Schools Receiving Deficiencies**

<b>Deficiency</b>	<b># schools 02-03 (%)</b>	<b># schools 03-04 (%)</b>	<b># schools 04-05 (%)</b>	<b># schools 05-06 (%)</b>
Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.	202 (91.4)	3 (1.1)	1 (.4)	9 (3.5)
Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.	220 (99.6)	76 (28.6)	26 (11.9)	46 (17.4)
Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.	197 (89.1)	88 (33.1)	21 (7.8)	11 (4.2)
Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.	220 (99.6)	6 (2.3)	1 (.4)	0 (0)

### **OBSERVATIONS AND RECOMMENDATIONS**

The Retraining Grant program was at an important crossroads as part of the technical assistance provided to schools rated Unsatisfactory or Below Average on the Absolute rating of the annual school report card. Because the funds for the program are included in the technical assistance money allocated to the schools rated Unsatisfactory or Below Average on the Absolute rating as stipulated in Proviso 1A.42, the funds may be spent on technical assistance measures other than professional development. The Retraining Grant Program experienced a definitive shift from providing funds for professional development to a focus on providing schools funding to develop a strong effective School Renewal Plan that improves student achievement. Therefore, the report on the program will become part of the overall review of the technical assistance program.

Implementation of the Retraining Grant Program in a large number of schools that were at different stages of the program presented several challenges. In response to these challenges the Office of School Quality at the South Carolina Department of Education worked diligently to resolve the various concerns documented in earlier Retraining Grant Program Reports. And, in spite of the best efforts of SCDE, challenges remain. Though 96% of the funds appropriated to schools have been spent over the last six years, concern remains that some schools may have more professional development resources or services than they can reasonably access during a single school year. Thus, the need to provide funding and the training necessary to develop and follow a sound School Renewal Plan should become a primary focus of the technical assistance program at SCDE so that the planning grants are utilized to develop sound School Renewal Plans and, therefore, changes are made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past.

As in the past, it remains impossible to determine the overall effectiveness of the activities conducted by the schools that received retraining grants because the program did not operate in a vacuum from other technical assistance efforts or programs in progress at the schools. Evaluation of the effectiveness of the Retraining Grant Program was hampered by the turnover in the administration at those schools. In addition, the annual large turnover in the teaching staff further hampered the effectiveness of the program as institutionalization of better instructional practices was limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization, and therefore, long lasting change to occur.

The positive aspects of the Retraining Grant Program were:

- Principals stated that teachers benefit from the program and used what they learned through the program in the classroom.
- Principals stated that school board members and superintendents were supportive of the Retraining Grant activities conducted at the schools.
- Principals reported procedures existed for evaluation of the effectiveness of the program activities, both for student achievement and parental involvement.
- School faculty were involved in the planning process.
- Professional development was scheduled to minimize teacher absences from the classroom.
- Professional development activities chosen by the schools were based on research.
- A specific planning program for implementation of the Retraining Grant Program was available from the Office of School Quality at SCDE.
- Over time, fewer initial deficiencies were cited for the schools and fewer schools received deficiencies in the report.
- Schools new to the program after 2003-04 were issued a planning grant instead of receiving a larger amount of money that they would have been unable to use.

Areas of concern with the Retraining Grant Program that remain are:

- Schools were unable to spend the allotted funds in a single year, primarily because the schools were unable to spend the first year's appropriation in the first year, leading to carry forward monies and the need to spend the carry forward money before the current school year appropriation.
- About three-tenths of the schools (29.7%) provided insufficient detail on how the total amount reported spent was actually spent.
- Teacher and administrative turnover impeded institutionalization of professional development activities.
- Many of the activities funded with Retraining Grant Program funds were not in the schools' School Renewal Plans. Two of the professional development activities that often were not in the School Renewal Plans but appeared in the explanations of expenditures were the

school staff retreat and attendance by the administration at the Summer Leadership Conference. Professional development activities that were not in the School Renewal Plan should not have been funded with Retraining Grant funds.

- Schools new to the program were not sufficiently notified by the Office of School Quality that the planning grant funds had been transferred to the district for their use, or the funds were not transferred in an appropriate time frame; therefore, most of the funding was not utilized as it was intended – to help develop the School Renewal Plan.

## **RECOMMENDATIONS**

1. The Office of School Quality should make sure that the funds for the planning grants are transferred in accordance with Proviso 1A.42 and that they notify the schools new to the program that the planning grant funds are available for use in developing the School Renewal Plan.
2. If schools receive the funds in accordance with Proviso 1A.42, they should not be permitted to carry forward funds from the planning grant; all funds should be spent during the appropriation year.
3. School Renewal Plans developed by schools participating in the technical assistance program in the future should include specific activities for professional development to be conducted with technical assistance funds in order to improve student achievement.



# Appendix A



DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ABBEVILLE	0160001	ABBEVILLE H			26,840	21,510	20,700		69,050			BA	G	E	
ABBEVILLE	0160002	CALHOUN FALLS H	9,570	14,850	17,600	14,850	14,400		71,270	BA	U	BA	G	BA	
ABBEVILLE	0160019	DIAMOND HILL E						10,000	10,000						BA
ABBEVILLE	0160007	JOHN C CALHOUN E						10,000	10,000						BA
AIKEN	0201025	AL CORBETT M	10,065	15,400	15,400	10,800	11,745		63,410	BA	BA	A	BA	BA	
AIKEN	0201009	LEAVELLE-MCCAMPBELL M					10,000							BA	
AIKEN	0201038	NORTH AIKEN E		26,950	27,500	24,210	23,805		102,465	A	BA	A	A	A	
AIKEN	0201042	RIDGE SPRING-MONETTA E	17,820	31,130	31,790	25,110	26,010		131,860	BA*	A	BA	BA	BA	
AIKEN	0201013	RIDGE SPRING-MONETTA H	13,500	14,850	15,840	12,510	13,050		69,750	U	BA	G	E	A	
AIKEN	201057	AIKEN M						10,000	10,000						BA
AIKEN	201033	JACKSON M						10,000	10,000						BA
AIKEN	201038	NORTH AIKEN E						10,000	10,000						BA
ALLENDALE	0301004	ALLENDALE E	28,000	29,920	29,700	25,200	24,165		136,985	BA*	U	U	BA	BA	
ALLENDALE	0301001	ALLENDALE-FAIRFAX H	31,500	33,000	31,350	21,600	20,970		138,420	U	U	U	BA	U	
ALLENDALE	0301008	ALLENDALE-FAIRFAX M	17,000	17,050	18,150	13,950	16,200		82,350	U	U	U	U	U	
ALLENDALE	0301006	FAIRFAX E	20,000	19,250	18,700	16,650	13,500		88,100	BA*	A	A	BA	BA	
ANDERSON 3	0403025	STARR-IVA M					10,000							BA	
ANDERSON 5	0405042	SOUTHWOOD M	15,840	27,775	29,150	23,400			96,165	BA	A	A	A	A	
ANDERSON 5	405050	NEVITT FOREST E						10,000	10,000						BA
BAMBERG 1	0501002	BAMBERG-EHRHARDT M				10,000	12,600		22,600				BA	BA	
BAMBERG 1	0501007	EHRHARDT E				10,000	4,050		14,050				BA	BA	
BAMBERG 2	0502010	DEMARK-OLAR E	24,000	29,700	26,950	19,350	18,900		118,900	BA*	BA	BA	BA	BA	
BAMBERG 2	0502007	DENMARK-OLAR H	13,500	17,875	19,250	14,850	13,500		78,975	U	U	U	U	A	
BAMBERG 2	0502008	DENMARK-OLAR M	9,500	14,300	14,300	10,350	10,350		58,800	U	BA	BA	BA	BA	
BARNWELL 19	0619004	BLACKVILLE HILDA JR H	6,666	8,800	8,250	6,750	6,300		36,766	BA	BA	BA	BA	BA	
BARNWELL 19	0619001	BLACKVILLE-HILDA H	15,000	14,685	13,200	10,350	11,250	10,000	74,485	U	BA	G	E	E	U
BARNWELL 19	0619003	MACEDONIA E	17,500	23,100	22,000		10,000		72,600	BA	BA	BA	U	BA	
BARNWELL 29	0629007	KELLY EDWARDS E					10,000							BA	
BARNWELL 29	0629008	WILLISTON-ELKO M						10,000							BA
BARNWELL 45	0645010	GUINYARD-BUTLER M	16,335	27,775	27,225	21,150	15,300		107,785	BA	BA	BA	BA	BA	
BARNWELL 45	0645012	BARNWELL E					10,000							BA	
BEAUFORT	0701004	BATTERY CREEK H		57,750	59,950	51,750	49,500	10,000	228,950	A	BA	A	G	G	U

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
BEAUFORT	0701008	BEAUFORT E	17,160	28,600	26,675	20,025	19,575		112,035	BA	A	BA	A	BA	
BEAUFORT	0701012	DAUFUSKIE ISLAND E					10,000							BA	
BEAUFORT	0701026	HE MCCRAKEN M	13,860	29,150	26,950	26,010		10,000	105,970	BA	A	A	A	A	BA
BEAUFORT	0701011	JAMES J DAVIS E	16,750	19,250	16,500	15,750	16,605	10,000	94,855	BA*	A	BA	BA	A	BA
BEAUFORT	0701001	LADY'S ISLAND M		51,700	34,925	27,765	29,925		144,315	A	BA	G	BA	BA	
BEAUFORT	0701020	ST HELENA E					10,000							BA	
BEAUFORT	0701023	WHALE BRANCH E	23,000	24,200	23,100	17,100	17,550		104,950	U	BA	U	BA	U	
BEAUFORT	0701027	WHALE BRANCH M	19,000	24,750	24,200	22,905	22,770		113,625	U	U	U	BA	BA	
BEAUFORT	0701032	HILTON HEAD SCHOOL FOR THE CREATIVE ARTS						10,000	10,000						BA
BEAUFORT	0701016	PORT ROYAL E						10,000	10,000						BA
BEAUFORT	0701055	ROBERT SMALLS M						10,000	10,000						BA
BERKELEY	0801012	BERKELEY M	29,898	50,380	49,500	38,700	10,000		178,478	BA	A	A	A	BA	
BERKELEY	0801015	CAINHOY E	12,250	29,150	27,500	16,650	18,000		103,550	BA*	BA	BA	BA	BA	
BERKELEY	0801016	CROSS E	15,510	25,575	25,025	18,495			84,605	BA	A	A	A	A	
BERKELEY	0801006	CROSS H	22,550	25,025	24,200	17,820	20,340		109,935	U	BA	BA/U	A	BA	
BERKELEY	0801020	JK GOURDIN E	7,920	11,825	12,100	8,550	9,000	10,000	59,395	BA	BA	A	A	A	BA
BERKELEY	0801027	SEDGEFIELD M	20,790	36,850	34,650	29,250	27,450		148,990	BA	BA	A	A	BA	
BERKELEY	0801028	ST STEPHEN E	9,900	19,800	17,050	13,500	13,050		73,300	BA	A	BA	BA	A	
BERKELEY	0801029	ST STEPHEN M	8,712	14,300	14,025	9,900	10,800		57,737	BA	BA	BA	BA	BA	
BERKELEY	0801043	TIMBERLAND H	26,730	44,550	45,375	32,490		10,000	159,145	BA	A	A	G	G	BA
BERKELEY	0801032	COLLEGE PARK M						10,000	10,000						BA
BERKELEY	0801030	WHITESVILLE E						10,000	10,000						BA
CALHOUN	0901005	GUINYARD E	10,434	16,500	29,150	20,250	24,300		100,634	A	A	BA	A	A	
CALHOUN	0901001	CALHOUN COUNTY H	23,500	24,970	24,530	21,060	19,440		113,500	U	G	BA	G	U	
CALHOUN	0901006	JOHN FORD M	11,550	17,050	21,450	16,200	15,300		81,550	BA	BA	BA	BA	BA	
CHARLESTON	1001030	ALICE BIRNEY M	38,200	42,185	42,845	28,980	33,120		185,330	U	BA	BA	BA	BA	
CHARLESTON	1001001	BAPTIST HILL H	20,400	22,770	24,200	19,260	20,835		107,465	U	U	U	U	U	
CHARLESTON	1001031	BRENTWOOD M	29,650	30,415	33,000	18,360	20,475		131,900	U	U	U	U	U	
CHARLESTON	1001010	BURKE H	31,200	36,630	37,180	26,595	46,080		177,685	U	U	U	U	U	
CHARLESTON	1001033	CHICORA E	11,220	20,900	19,195	18,000	15,795	10,000	95,110	BA	BA	A	A	A	BA
CHARLESTON	1001059	EB ELLINGTON E		16,390	15,840	11,610	10,350		54,190	A	BA	A	A	G	
CHARLESTON	1001075	EDITH L FRIERSON E		8,635	8,360	6,840	6,660		30,495	A	BA	BA	A	BA	

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CHARLESTON	1001038	EDMUND A BURNS E	26,500	28,930	29,040	21,600	19,935		126,005	BA*	BA	BA	BA	BA	
CHARLESTON	1001008	GARRETT ACADEMY OF TECHNOLOGY		41,250	43,780	33,930	32,670		151,630	A	BA	A	E	E	
CHARLESTON	1001044	HAUT GAP M	8,844	13,860	14,960	12,420	12,150		62,234	BA	A	BA	BA	BA	
CHARLESTON	1001046	HUNLEY PARK E	11,550	17,050	17,270	17,280			63,150	BA	A	G	A	A	
CHARLESTON	1001079	JAMES SIMONS E					10,000							BA	
CHARLESTON	1001039	JANE EDWARDS E	3,960	8,580	9,680	8,820	7,830	10,000	48,870	BA	A	A	A	A	BA
CHARLESTON	1001050	LADSON E					10,000							BA	
CHARLESTON	1001011	LINCOLN H	11,350	13,200	14,850	13,320	13,050		65,770	U	U	U	BA	G	
CHARLESTON	1001070	MALCOLM C HURSEY E	10,230	15,400	16,500	14,400	14,850		71,380	BA	BA	BA	BA	U	
CHARLESTON	1001040	MARY FORD E	21,150	23,540	23,540	23,580	18,720		110,530	U	BA	BA	BA	BA	
CHARLESTON	1001072	MATILDA F DUNSTON E	11,781	21,285	18,260	16,875	10,800		79,001	BA	BA	A	BA	A	
CHARLESTON	1001097	MCCLELLANVILLE M					10,000							BA	
CHARLESTON	1001057	MEMMINGER E				10,000	15,300	10,000	25,300				BA	A	BA
CHARLESTON	1001058	MIDLAND PARK E	13,827	24,145	24,145	21,915	20,835		104,867	BA	BA	A	BA	BA	
CHARLESTON	1001060	JULIAN MITCHELL E		22,275	18,755	15,030	12,600		68,660	A	BA	BA	BA	BA	
CHARLESTON	1001062	MORNINGSIDE M	26,000	28,545	30,250	19,800	27,900		132,495	U	BA	BA	BA	U	
CHARLESTON	1001017	MR RIVERS M/BURKE LOWER SCHOOL	30,500	24,750	19,250	13,275			87,775					U	
CHARLESTON	1001095	MT ZION E	7,326	13,640	13,750	11,700	10,080		56,496	BA	BA	A	A	BA	
CHARLESTON	1001066	MURRAY-LASAIN E				10,000	10,170		20,170				BA	BA	
CHARLESTON	1001018	NORMAN C TOOLE MILITARY M	13,100	17,325	17,600	17,100	17,775		82,900	U	BA	BA	BA	BA	
CHARLESTON	1001067	NORTH CHARLESTON E	15,180	23,650	39,600	24,660	19,710		122,800	BA	BA	BA	BA	BA	
CHARLESTON	1001002	NORTH CHARLESTON H	33,825	56,100	58,080	52,470	51,840		252,315	BA	BA	U	U	U	
CHARLESTON	1001077	PEPPERHILL E	12,659	22,770	20,460	17,280	18,045		91,214	BA	BA	BA	BA	BA	
CHARLESTON	1001022	RB STALL H	36,000	43,285	40,700	37,890	41,310		199,185	U	BA	U	BA	U	
CHARLESTON	1001078	RD SCHRODER M	16,500	12,100	13,750	13,500	14,400		70,250	BA*	BA	BA	BA	U	
CHARLESTON	1001076	SANDERS-CLYDE E	12,800	17,050	14,850	11,610	12,150		68,460	U	BA	U	BA	A	
CHARLESTON	1001056	ST JAMES-SANTEE E					10,000							BA	
CHARLESTON	1001020	ST JOHN'S H	17,500	22,825	24,090	20,610	22,860		107,885	U	U	U	BA	BA	
CHARLESTON	1001042	WB GOODWIN E	17,259	29,040	32,670	29,520	25,065		133,554	BA	A	BA	BA	BA	
CHARLESTON	1001105	WEST ASHLEY I				10,000	21,780		31,780				BA	BA	
CHARLESTON	1001106	WEST ASHLEY M				10,000	27,000		37,000				BA	BA	

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CHARLESTON	1001104	WEST ASHLEY H						10,000	10,000						BA
CHARLESTON	1001034	WILMONT FRASER E	12,500	14,575	14,575	11,745	13,635		67,030	U	BA	BA	BA	U	
CHARLESTON	1001036	AC CORCORAN E						10,000	10,000						BA
CHARLESTON	1001083	ANGLE OAK E						10,000	10,000						BA
CHARLESTON	1001101	CHARLESTON PROGRESSIVE						10,000	10,000						U
CHARLESTON	1001100	CHARLESTOWNE ACADEMY						10,000	10,000						BA
CHEROKEE	1101005	ALMA E					10,000							BA	
CHEROKEE	1101020	BLACKSBURG E					10,000							BA	
CHEROKEE	1101007	BLACKSBURG M					10,000							BA	
CHEROKEE	1101001	BLACKSBURG H						10,000	10,000						BA
CHEROKEE	1101024	GAFFNEY M	16,830	28,600	29,700	25,650	10,000		110,780	BA	A	A	A	BA	
CHEROKEE	1101003	GAFFNEY SR H	37,884	66,000	75,075	67,725		10,000	256,684	BA	A	G	A	G	BA
CHEROKEE	1101004	GRANARD M					10,000							BA	
CHEROKEE	1101002	JOHN E EWING M	14,190	23,100	23,100	19,350	20,250		99,990	BA	BA	A	A	BA	
CHEROKEE	1101019	LUTHER VAUGHN E	17,500	18,700	20,350	15,750	15,075		87,375	U	BA	BA	A	BA	
CHEROKEE	1101011	MARY BRAMLETT E	20,000	19,800	20,350	14,850	15,525		90,525	BA*	BA	BA	BA	U	
CHESTER	1201004	CHESTER M	23,100	40,700	39,050	30,060	31,410		164,320	BA	BA	BA	BA	BA	
CHESTER	1201018	CHESTER PARK COMPLEX					10,000							BA	
CHESTER	1201021	CHESTER PARK E SCHOOL OF LIT					10,000							BA	
CHESTER	1201020	CHESTER PARK E SCHOOL OF ARTS						10,000	10,000						BA
CHESTER	1201002	CHESTER SR H	22,440	38,500	36,300	28,350	28,350		153,940	BA	U	U	A	G	
CHESTER	1201011	GREAT FALLS E					10,000							BA	
CHESTER	1201005	GREAT FALLS H			14,300	12,600	13,050	10,000	49,950			BA	G	A	BA
CHESTER	1201019	GREAT FALLS M	9,570	15,400	14,850	10,845	11,700		62,365	BA	BA	BA	BA	BA	
CHESTER	1201008	LEWISVILLE M	7,755	12,925	14,025	13,050	11,925	10,000	69,680	BA	BA	BA	BA	A	BA
CHESTERFIELD	1301007	CENTRAL H	24,750	30,525	32,725	27,000	25,200		140,200	U	G	U	BA	A	
CHESTERFIELD	1301005	LONG M					10,000							BA	
CHESTERFIELD	1301008	NEW HEIGHTS M					10,000							BA	
CHESTERFIELD	1301027	PAGELAND E				10,000	13,500		23,500				BA	BA	
CHESTERFIELD	1301006	MCBEE H						10,000	10,000						BA
CLARENDON 1	1401001	SCOTT'S BRANCH H	19,250	22,275	18,425	15,525	14,175		89,650	U	U	A	A	U	

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CLARENDON 1	1401020	SCOTT'S BRANCH I	16,500	18,700	17,050	12,150	11,700		76,100		BA	BA	BA	U	
CLARENDON 2	1402013	MANNING E				10,000	22,050		32,050				BA	BA	
CLARENDON 2	1402011	MANNING JR H	13,695	20,900	21,450	16,650	18,000		90,695	BA	BA	BA	BA	BA	
CLARENDON 3	1403016	EAST CLARENDON M			11,000	18,900	20,250		50,150			BA		BA	
COLLETON	1501006	BELLS E	10,230	14,850	14,850	12,150		10,000	62,080	BA	A	A	A	A	BA
COLLETON	1501008	BLACK STREET E	14,850	22,550	22,550	19,350	18,450		97,750	BA	BA	A	A	BA	
COLLETON	1501005	COLLENTON COUNTY H	45,873	66,000	63,800	50,940	53,820		280,433					A	
COLLETON	1501002	COLLENTON M	30,690	47,850	46,750	29,700	25,650		180,640	BA	BA	BA	BA	U	
COLLETON	1501011	COTTEGEVILLE E					10,000							BA	
COLLETON	1501010	FOREST CIRCLE M	10,230	16,500	16,500	13,050	19,350		75,630	BA	BA	A	BA	BA	
COLLETON	1501012	FOREST HILLS E	15,840	26,950	25,850	20,700	22,050		111,390	BA	BA	A	A	A	
COLLETON	1501021	HENDERSONVILLE E	12,783	21,230	18,700	16,650	16,200		85,563			BA	A	BA	
COLLETON	1501020	NORTHSIDE E	14,190	22,550	25,025	20,475	10,000		92,240	BA	A	A	A	BA	
COLLETON	1501018	RUFFIN M	7,260	12,100	18,150	13,500	14,400		65,410	BA	BA	BA	BA	BA	
DARLINGTON	1601024	BRUNSON-DARGAN E	8,910	16,500	15,400	12,150	11,700		64,660	BA	BA	BA	A	BA	
DARLINGTON	1601030	DARLINGTON H	58,900	62,040	61,490	51,120	55,710		289,260	U	BA	BA	BA	BA	
DARLINGTON	1601031	DARLINTON JR H	19,800	31,350	33,550	26,550	26,550		137,800	BA	BA	BA	BA	BA	
DARLINGTON	1601004	HARTSVILLE JR H	19,140	27,500	31,350	26,550	27,900		132,440	BA	BA	BA	BA	BA	
DARLINGTON	1601014	JL CAIN E	11,550	20,900	19,800	15,300			67,550	BA	A	G	A	A	
DARLINGTON	1601016	LAMAR E	11,550	18,150	17,050	13,950	13,500		74,200	BA	BA	A	A	BA	
DARLINGTON	1601006	LAMAR H	12,474	20,240	20,790	16,470			69,974	BA	A	A	E	A	
DARLINGTON	1601020	ROSENWALD/ST DAVIDS E	7,590	12,650	11,550	9,900	9,450		51,140	BA	BA	BA	BA	BA	
DARLINGTON	1601023	SPAULDING E	13,000	12,100	12,650	9,900	11,250		58,900	U	BA	BA	BA	U	
DARLINGTON	1601010	SPAULDING JR H	11,000	12,650	11,550	9,000	10,350		54,550	U	U	BA	BA	BA	
DARLINGTON	1601027	THORNWELL SCHOOL FOR ARTS	10,560	20,350	18,150	13,500	10,000		72,560	BA	A	A	A	BA	
DARLINGTON	1601028	W HARTSVILLE E		15,950	18,150	15,300	12,150		61,550	A	BA	BA	BA	BA	
DARLINGTON	1601029	WASHINGTON STREET E	15,180	24,750	22,000	16,650		10,000	88,580	BA	A	A	G	A	BA
DARLINGTON	1601026	ST JOHN'S E						10,000	10,000						BA
DILLON 1	1701003	LAKE VIEW E					10,000							BA	
DILLON 1	1701002	LAKE VIEW H	9,240	14,685	13,915	11,385	11,385		60,610	A/BA	U/BA	A	G	BA	
DILLON 1	1701004	LAKE VIEW M	4,620	8,250	7,700	6,750	7,650		34,970	BA	BA	BA	BA	BA	
DILLON 2	1702005	DILLION H	36,500	39,600	39,050	30,600	30,015		175,765	U	U	BA	G	G	

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	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
DILLON 2	1702009	GORDON E	18,315	31,075	31,900	22,950	10,000		114,240	BA	A	A	A	BA	
DILLON 2	1702006	JV MARTIN JR H	22,500	24,200	25,025	16,875	18,675		107,275	U	BA	BA	BA	U	
DILLON 3	1703021	LATTA M					10,000							BA	
DORCHESTER 4	1804016	HARLEYVILLE-RIDGEVILLE E	15,180	26,400	26,950	19,800	19,800		108,130	BA	BA	A	A	BA	
DORCHESTER 4	1804017	ST GEORGE M	14,850	25,300	26,950	19,350	19,350		105,800	BA	BA	BA	BA	U	
DORCHESTER 4	1804019	WOODLAND H		26,840	25,740	22,410	23,400	10,000	108,390		U	U	G	A	BA
DORCHESTER 4	1804020	CLAY HILL M						10,000	10,000						BA
EDGEFIELD	1901003	DOUGLAS E	10,395	15,950	17,050	12,375	11,925	10,000	77,695	BA	BA	A	A	A	BA
EDGEFIELD	1901009	JOHNSON-EDGEFIELD-TRENTON M	17,160	28,600	28,050	22,050	22,500		118,360	BA	BA	A	A	BA	
FAIRFIELD	2001013	FAIRFIELD CENTRAL H	40,900	41,855	40,700	33,300	39,375		196,130	U	BA	BA	A	BA	
FAIRFIELD	2001015	FAIRFIELD I	25,000	25,850	25,850	20,700	25,200		122,600	BA*	BA	BA	BA	BA	
FAIRFIELD	2001001	FAIRFIELD M	23,000	27,500	29,700	24,750	24,750		129,700	U	U	U	U	U	
FAIRFIELD	2001014	FAIRFIELD P	18,480	30,800	30,250	22,950	23,400		125,880	BA	U	A	G	BA	
FAIRFIELD	2001012	GEIGER E	15,000	18,700	15,950	13,050	14,400		77,100	BA*	BA	BA	A	BA	
FAIRFIELD	2001008	KELLY MILLER E	7,920	12,650	13,200	10,800	11,700		56,270	BA	BA	A	A	BA	
FAIRFIELD	2001009	MCCROREY-LISTON E					10,000							BA	
FLORENCE 1	2101019	DEWEY CARTER E	17,160	26,950	25,850	21,600	10,000		101,560	BA	A	A	A	BA	
FLORENCE 1	2101016	NORTH VISTA E	18,810	30,250	28,600	22,500	25,020		125,180	BA	A	BA	A	BA	
FLORENCE 1	2101018	SAVANNAH GROVE E					10,000							BA	
FLORENCE 1	2101022	SOUTHSIDE M	24,750	39,875	39,050	32,400	32,400		168,475	BA	BA	BA	BA	BA	
FLORENCE 1	2101005	WILLIAMS M	19,140	33,000	30,250	24,750	24,750		131,890	BA	BA	BA	BA	BA	
FLORENCE 1	2101006	WILSON SR H				10,000	39,375		49,375				BA	BA	
FLORENCE 1	2101050	HENRY L SNEED M						10,000	10,000						BA
FLORENCE 1	2101004	SOUTH FLORENCE H						10,000	10,000						BA
FLORENCE 1	2101021	WALLACE GREGG E						10,000	10,000						BA
FLORENCE 2	2102028	HANNAH-PAMPLICO E/M						10,000	10,000						BA
FLORENCE 3	2103034	J PAUL TRULUCK E	11,220	17,600	18,700	14,850	13,500		75,870	BA	BA	A	BA	BA	
FLORENCE 3	2103029	LAKE CITY H	43,500	48,950	48,950	40,500	39,240	10,000	231,140	U	U	BA	A	A	U
FLORENCE 3	2103032	LAKE CITY E			26,950	21,600	18,450		67,000			BA	BA	U	
FLORENCE 3	2103037	OLANTA E	8,250	13,750	12,100	8,775	9,450		52,325	BA	BA	G	A	A	
FLORENCE 3	2103033	MAIN STREET E				10,000	14,400		24,400	A	BA	BA	BA	BA	
FLORENCE 3	2103028	RONALD E MCNAIR JR H	14,850	26,950	24,200	18,000	16,200		100,200	BA	BA	BA	BA	U	

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	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
FLORENCE 4	2104043	BROCKINGTON E	1,900	24,970	26,620	18,900	18,450		90,840	BA*	A	BA	BA	U	
FLORENCE 4	2104042	JOHNSON M	10,750	13,200	12,650	10,575	10,800		57,975	U	U	U	BA	U	
FLORENCE 4	2104041	TIMMONSVILLE COMPREHENSIVE H	12,804	18,150	18,700	15,570	16,920		82,144	BA	U	BA	BA	U	
GEORGETOWN	2201009	BROWNS FERRY E		18,150	16,500	12,150	12,150		58,950	A	BA	E	E	E	
GEORGETOWN	2201027	CARVER'S BAY M	23,000	23,650	23,100	16,200	15,300		101,250	BA*	BA	BA	BA	BA	
GEORGETOWN	2201013	GEORGETOWN M	22,770	39,050	38,500	30,600	10,000		140,920	BA	A	A	A	BA	
GEORGETOWN	2201020	PLANTERSVILLE E		8,855	9,350	7,650	6,750		32,605	A	BA	G	G	A	
GEORGETOWN	2201022	ROSEMARY M	15,840	29,150	29,425	20,250	20,250		114,915	BA	A	BA	BA	BA	
GEORGETOWN	2201023	SAMPIT E	14,190	23,650	23,100	17,100			78,040	BA	A	A	G	A	
GEORGETOWN	2201001	ANDREWS H						10,000	10,000						BA
GREENVILLE	2301028	ALEXANDER E	10,230	20,350	19,800	14,400	13,950		78,730	BA	BA	A	A	BA	
GREENVILLE	2301029	BECK A				10,000	23,175		33,175				BA	BA	
GREENVILLE	2301042	BEREA M	15,015	25,850	30,800	21,600	27,000		120,265	BA	BA	BA	BA	U	
GREENVILLE	2301036	BEREA E						10,000	10,000						BA
GREENVILLE	2301002	BEREA H						10,000	10,000						BA
GREENVILLE	2301005	CAROLINA A	18,513	29,975	33,275	25,110	25,785		132,658	BA	U	A	A	U	
GREENVILLE	2301114	CHERRYDALE E				16,560	16,785		33,345					BA	
GREENVILLE	2301104	GROVE E	15,510	24,750	25,300	19,125	20,745		105,430	BA	BA	BA	A	BA	
GREENVILLE	2301061	HOLLIS A	28,650	36,850	35,750	27,675	23,850		152,775	U	BA	U	U	BA	
GREENVILLE	2301066	LAKEVIEW M	25,500	25,575	25,575	18,000	22,950		117,600	BA*	BA	BA	BA	U	
GREENVILLE	2301069	MONAVIEW E	20,400	22,550	23,320	16,200	15,750		98,220	BA*	BA	BA	BA	U	
GREENVILLE	2301077	NORTHWEST M					10,000							BA	
GREENVILLE	2301018	SOUTHSIDE H	22,671	37,290	38,280	27,810	26,460	10,000	162,511	BA	BA	BA	A	A	U
GREENVILLE	2301043	SUE CLEVELAND E					10,000							BA	
GREENVILLE	2301088	TANGLEWOOD M	25,900	27,775	27,775	21,600	24,210		127,260	U	U	U	BA	BA	
GREENVILLE	2301023	WOODMONT H	19,536	33,385	34,100	25,875	28,350		141,246	BA	A	A	BA	A	
GREENVILLE	2301052	WOODMONT M	18,480	30,250	31,900	24,300	26,550		131,480	BA	BA	BA	BA	BA	
GREENVILLE	2301024	BRYSON M						10,000	10,000						BA
GREENVILLE	2301054	EAST NORTH STREET ACADEMY						10,000	10,000						BA
GREENVILLE	2301060	GREER M						10,000	10,000						BA
GREENVILLE	2301062	HUGHES M						10,000	10,000						BA
GREENVILLE	2301086	SEVIER M						10,000	10,000						BA

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	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
GREENVILLE	2301095	WELCOME E						10,000	10,000						BA
GREENWOOD 50	2450017	BREWER M					10,000							BA	
GREENWOOD 50	2450007	EAST END E					10,000							BA	
GREENWOOD 50	2450011	MATHEWS E						10,000	10,000						BA
GREENWOOD 50	2450029	WESTVIEW M						10,000	10,000						BA
GREENWOOD 50	2450018	WOODFIELDS E						10,000	10,000						BA
GREENWOOD 51	2451020	WARE SHOALS H	15,015	25,025	25,575	20,700	20,250	10,000	116,565	BA	A	BA	A	G/A	BA
HAMPTON 1	2501008	NORTH DISTRICT M				10,000	15,750		25,750				BA	BA	
HAMPTON 1	2501010	FANNELL E				10,000	12,150		22,150				BA	BA	
HAMPTON 2	2502017	ESTILL E	22,000	26,400	25,850	20,250	21,600		116,100	BA*	U	BA	A	BA	
HAMPTON 2	2502011	ESTILL H	20,500	24,200	24,750	19,800	17,010		106,260	U	U	U	BA	U	
HAMPTON 2	2502014	ESTILL M	14,000	20,075	17,270	13,500	13,590		78,435	U	U	U	U	U	
HORRY	2601004	CONWAY H		70,400	70,950	55,575	58,275		255,200	G	BA	G	G	E	
HORRY	2601008	LORIS H		36,850	33,220	27,000	32,625	10,000	139,695	G	BA	A	G	A	BA
HORRY	2601027	LORIS M	18,480	31,350	30,250	25,650	10,000		115,730	BA	A	A	A	BA	
HORRY	2601013	WHITEMORE PARK M						10,000							BA
JASPER	2701009	JASPER COUNTY H	28,000	29,150	25,850	22,050	25,200		130,250	U	U	U	A	BA	
JASPER	2701011	RIDGELAND E	23,760	39,600	39,600	32,400	29,700	10,000	175,060	BA	BA	A	A	A	BA
JASPER	2701012	RIDGELAND M	20,500	22,000	23,100	19,350	18,900		103,850	U	U	U	U	U	
JASPER	2701010	WEST HARDEEVILLE E	28,500	29,700	36,300	28,350	29,250		152,100	U	BA	BA	BA	BA/U	
KERSHAW	2801019	MIDWAY E					10,000							BA	
KERSHAW	2801003	NORTH CENTRAL H					10,000							BA	
KERSHAW	2801025	NORTH CENTRAL M	16,170	10,890	17,600	14,850	14,850		74,360	BA	BA	BA	BA	BA	
KERSHAW	2801013	JACKSON SCHOOL						10,000	10,000						BA
KERSHAW	2801021	PINE TREE HILL E	13,695	20,900	26,400	22,050			83,045	BA	A	G	A	A	
LANCASTER	2901027	ANDREW JACKSON M					10,000							BA	
LANCASTER	2901003	AR RUCKER M	18,150	30,800	30,250	23,400	25,425		128,025					BA	
LANCASTER	2901011	BROOKLYN SPRINGS E					10,000							BA	
LANCASTER	2901028	BUFORD M	12,870	20,900	17,050	13,860		10,000	74,680	BA	A	A	A	A	BA
LANCASTER	2901002	BUFORD H						10,000	10,000						BA
LANCASTER	2901015	CLINTON E	13,530	21,450	22,000	18,900		10,000	85,880	BA	A	A	A	A	BA
LANCASTER	2901023	KERSHAW E	11,550	19,800	19,800	16,650			67,800	BA	A	A	A	A	

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
LANCASTER	2901008	LANCASTER H	33,000	57,805	58,025	48,600		10,000	207,430	BA	A	A	G	A	BA
LANCASTER	2901010	SOUTH M	18,150	33,825	34,100	28,350	27,000		141,425	BA	BA	BA	BA	BA	
LAURENS 55	3055013	SANDERS M					10,000							BA	
LAURENS 56	3056017	BELL STREET M	14,190	23,650	25,850	20,700	19,800	10,000	114,190	BA	BA	A	BA	A	BA
LAURENS 56	3056019	CLINTON E					10,000							BA	
LAURENS 56	3056022	JOANNA-WOODSON E	9,240	14,300	14,575	10,800			48,915	BA	A	A	G	A	
LAURENS 56	3056018	M S BAILEY E			13,750	10,350	9,900		34,000			BA	BA	BA	
LAURENS 56	3056020	MARTHA DENDY M	7,260	12,045	12,540	10,350		10,000	52,195	BA	A	A	A	A	BA
LEE	3101008	BISHOPVILLE I/DENNIS I	18,000	18,700	26,400	16,200	14,850		94,150	U		BA	BA	U	
LEE	3101007	BISHOPVILLE P		26,950	26,950	19,350	22,275		95,525	A	BA	A	A	BA	
LEE	3101011	LOWER LEE E	10,000	10,450	13,475	13,500	14,850		62,275	BA*	U	U	BA	U	
LEE	3101004	MT PLEASANT M	19,000	22,000	21,450	12,600	14,850		89,900	U	U	U	U	U	
LEE	3101012	WEST LEE E	8,778	15,950	14,850	9,900	10,800		60,278	BA	A	A	BA	BA	
LEE	3101013	LEE CENTRAL H			35,475	26,100	25,200		86,775			U	U	U	
LEXINGTON 1	3201058	PELION M						10,000	10,000						BA
LEXINGTON 2	3202017	CYRIL B BUSBEE M					10,000							BA	
LEXINGTON 2	3202021	GEORGE I PAIR E					10,000							BA	
LEXINGTON 3	3203029	BATESBURG-LEESVILLE M					10,000							BA	
LEXINGTON 4	3204040	SANDHILLS I					10,000							BA	
LEXINGTON 4	3204036	SANDHILLS M	25,740	22,000	21,450	18,900	18,000		106,090	BA	BA	BA	BA	BA	
LEXINGTON 4	3204034	SWANSEA H				10,000	27,900	10,000	37,900				BA	A	U
MCCORMICK	3301001	MCCORMICK H	15,500	17,600	14,850	13,950	14,400		76,300	U	BA	A	U	BA	
MCCORMICK	3301002	MCCORMICK M	17,000	17,050	17,050	13,050	13,950		78,100	U	BA	BA	BA	BA	
MARION 1	3401007	JOHNAKIN M	18,810	30,250	28,600	24,300	25,875		127,835	BA	BA	BA	BA	BA	
MARION 1	3401024	MARION I	20,460	34,650	34,100	26,775	24,300		140,285	BA	A	BA	A	BA	
MARION 2	3402010	MCCORMICK E				10,000	9,900		19,900				BA	BA	
MARION 2	3402009	PALMETTO E/M	9,900	15,400	14,850	20,520	20,250		80,920	BA	BA	BA	BA	BA	
MARION 7	3407023	BRITTONS NECK E	7,260	9,350	11,000	8,550	10,350		46,510	BA	BA	BA	BA	BA	
MARION 7	3407024	CREEK BRIDGE H	10,000	10,560	20,900	18,000	17,100		76,560	BA*	BA		U	U/BA	
MARION 7	3407018	RAINS-CENTENARY/PLEASANT GROVE	10,230	14,850	14,520	11,880	11,250		62,730	BA	BA	BA	BA	U	
MARLBORO	3501010	BENNETTSTVILLE E	14,520	22,825	23,650	18,450	17,550		96,995	BA	BA	BA	BA	BA	
MARLBORO	3501018	BENNETTSTVILLE M	23,000	24,750	21,450	18,900	20,250		108,350	U	U	U	U	U	

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	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
MARLBORO	3501027	BLenheim E/M	9,570	15,400	14,850	13,950	14,850		68,620	BA	U	BA	BA	U	
MARLBORO	3501023	CLIO E/M	12,500	12,100	14,850	11,700	11,250		62,400	U	BA	BA	A	BA	
MARLBORO	3501026	MARLBORO COUNTY H	51,500	53,900	53,350	42,750	45,000		246,500	U	U	BA	BA	U	
MARLBORO	3501020	MCCOLL E/M	27,000	29,150	27,500	23,400	24,750		131,800	BA*	BA	BA/A	BA	BA	
MARLBORO	3501025	WALLACE E/M	10,230	18,150	17,600	14,400	16,200		76,580	BA	BA	BA	BA	BA	
NEWBERRY	3601005	BOUNDARY STREET E	13,200	23,100	23,100	18,900	18,450		96,750	BA	BA	A	A	BA	
NEWBERRY	3601008	GALLMAN E			18,150	14,850	17,550		50,550			BA	A	BA	
NEWBERRY	3601001	NEWBERRY H	25,608	43,395	45,650	30,285	27,585		172,523	BA*	A	G	BA	BA	
NEWBERRY	3601020	NEWBERRY M	29,250	32,725	33,550	26,100	27,450		149,075	U	BA	BA	BA	BA	
NEWBERRY	3601004	WHITMIRE COMMUNITY H	8,250	14,025	13,200	9,450	9,450		54,375	BA	A	A	A	BA/E	
NEWBERRY	3601021	WHITMIRE E						10,000	10,000					BA	BA
OCONEE	3701003	TAMASSEE-SALEM H	10,395	15,400	18,150	14,715		10,000	68,660	BA	A	A	E	A	U
ORANGEBURG 3	3803047	ELLOREE E	20,000	21,450	21,450	15,300	20,700		98,900	BA*	BA	BA	A	BA	
ORANGEBURG 3	3803019	HOLLY HILL E	15,840	25,300	25,300	18,000	19,350		103,790	BA	BA	BA	A	BA	
ORANGEBURG 3	3803018	HOLLY HILL M	23,000	28,050	27,500	22,185	21,285		122,020	BA*	BA	BA	BA	BA	
ORANGEBURG 3	3803048	LAKE MARION H				56,520	48,150		104,670						
ORANGEBURG 3	3803022	VANCE-PROVIDENCE E		12,650	13,640	11,700	11,700		49,690	A	BA	BA	A	BA	
ORANGEBURG 4	3804025	CARVER-EDISTO M	15,180	23,650	25,850	20,475	20,205		105,360	BA	BA	BA	BA	U	
ORANGEBURG 4	3804049	BRANCHVILLE H			13,200	10,350	9,900	10,000	43,450			BA	A	A/E	BA
ORANGEBURG 4	3804053	EDISTO E					10,000							BA	
ORANGEBURG 4	3804024	EDISTO H						10,000	10,000						BA
ORANGEBURG 4	3804055	HUNTER-KINARD-TYLER E	13,200	22,000	22,550	14,850	14,850		87,450	BA	BA	BA	BA	BA	
ORANGEBURG 4	3804054	HUNTER-KINARD-TYLER H	12,309	20,515	19,965	14,220	16,965		83,974	BA	BA	BA	G	BA	
ORANGEBURG 5	3805012	BETHUNE-BOWNAM E	10,395	17,325	16,775	13,275	10,000		67,770	BA	A	A	A	BA	
ORANGEBURG 5	3805010	BETHUNE-BOWMAN M/H	17,500	20,900	23,375	20,250	20,610		102,635	U	U	BA/U	G/BA	G/BA	
ORANGEBURG 5	3805036	BROOKDALE E	13,500	15,400	18,150	14,850	13,050		74,950	BA*	BA	BA	BA	BA	
ORANGEBURG 5	3805044	DOVER E	10,890	18,700	17,050	13,500	12,600		72,740	BA	A	BA	BA	BA	
ORANGEBURG 5	3805035	MELlichamp E	9,570	17,050	20,350	13,950		10,000	70,920	BA	A	A	G	A	BA
ORANGEBURG 5	3805042	NORTH H	16,500	18,150	19,525	14,850	17,010		86,035	U/BA	A/U	BA/G	E	BA/E	
ORANGEBURG 5	3805028	ORANGEBURG-WILKINSON SR H	34,881	64,900	65,450	56,700	55,350		277,281	BA	BA	G	G	BA	
ORANGEBURG 5	3805038	RIVELON E	7,590	13,200	15,400	10,800	11,205		58,195	BA	A	BA	A	BA	
ORANGEBURG 5	3805026	ROBERT E HOWARD M	27,000	29,150	26,950	23,400	22,050		128,550	U	BA	BA	BA	BA	

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ORANGEBURG 5	3805039	SHERIDAN E	12,210	19,800	24,200	20,700		10,000	86,910	BA	A	A	A	A	BA
ORANGEBURG 5	3805037	WILLIAM J CLARK M	24,090	39,050	38,500	29,700	29,250		160,590	BA	BA	BA	BA	BA	
ORANGEBURG 5	3805034	MARSHALLE						10,000	10,000						BA
ORANGEBURG 5	3805040	WHITTAKER E						10,000	10,000						BA
PICKENS	3901004	RICHARD H GETTYS M						10,000	10,000						BA
RICHLAND 1	4001019	ALCORN M	28,000	32,725	33,825	23,895	22,725		141,170	BA*	U	U	U	U	
RICHLAND 1	4001027	ANNIE BURNSIDE E	9,240	16,500	14,850	12,150	12,600		65,340	BA	BA	BA	A	BA	
RICHLAND 1	4001020	ARDEN E					10,000							BA	
RICHLAND 1	4001089	BURTON/PACK E	17,490	29,700	25,575	19,800	21,150		113,715	BA	BA	BA	A	BA	
RICHLAND 1	4001011	CA JOHNSON A	27,550	30,965	31,350	23,850	25,875		139,590	U	U	U	U	U	
RICHLAND 1	4001088	CARVER/LYON E		19,250	18,425	15,435	15,300		68,410	A	BA	BA	BA	BA	
RICHLAND 1	4001005	EAU CLAIRE H	34,500	41,800	42,075	34,875	34,650		187,900	U	U	U	U	U	
RICHLAND 1	4001053	EDWARD E TAYLOR E		15,400	14,300	12,150	11,700		53,550	A	BA	BA	BA	BA	
RICHLAND 1	4001037	HEYWARD GIBBS M	26,250	30,800	29,425	22,950	22,725		132,150	U	U	U	U	BA	
RICHLAND 1	4001040	HOPKINS E	12,540	18,975	18,700	15,300			65,515	BA	A	A	A	A	
RICHLAND 1	4001010	HOPKINS M	17,490	30,800	31,900	24,300	23,850		128,340	BA	BA	BA	BA	BA	
RICHLAND 1	4001042	HYATT PARK E	17,820	29,700	26,950	21,150	22,950		118,570	BA	BA	BA	BA	U	
RICHLAND 1	4001062	JOHN P THOMAS		27,500	26,950	19,215	18,900		92,565	A	BA	BA	A	BA	
RICHLAND 1	4001045	LOGAN E		13,750	14,850	13,050	13,050		54,700	A	BA	A	BA	BA	
RICHLAND 1	4001013	LOWER RICHLAND H	45,936	79,695	70,895	55,800	10,000		262,326	BA	A	A	A	BA	
RICHLAND 1	4001047	MILL CREEK E					10,000	10,000	20,000					BA	BA
RICHLAND 1	4001092	WATKINS-NANCE E	13,500	24,750	22,550	18,225	17,775		96,800	U	BA	BA	BA	BA	
RICHLAND 1	4001091	SOUTHEAST M	20,295	36,850	37,400	31,050	30,150		155,745	BA	BA	BA	BA	BA	
RICHLAND 1	4001016	ST ANDREWS M	20,295	36,575	34,100	28,125	29,520		148,615	BA	BA	BA	BA	BA	
RICHLAND 1	4001067	WA PERRY M	25,800	26,950	26,565	21,150	23,850		124,315	U	U	U	U	U	
RICHLAND 1	4001064	WEBBER E	13,200	25,300	21,450	15,750	14,625		90,325	BA	BA	A	A	BA	
RICHLAND 1	4001034	WG SANDERS M	14,850	26,400	26,950	24,075	24,885		117,160	BA	BA	BA	BA	U	
RICHLAND 1	4001012	WJ KEENAN H	24,585	41,525	40,865	31,995	32,400	10,000	181,370	BA	BA	A	G	A	U
RICHLAND 1	4001059	WS SANDEL E					10,000							BA	
RICHLAND 1	4001038	AJ LEWIS GREENVIEW E						10,000	10,000						BA
RICHLAND 1	4001024	BRADLEY E						10,000	10,000						BA
RICHLAND 1	4001032	CAUGHMAN ROAD E						10,000	10,000						BA

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
RICHLAND 1	4001002	COLUMBIA H						10,000	10,000						U
RICHLAND 1	4001093	FOREST HEIGHTS E						10,000	10,000						BA
RICHLAND 1	4001036	GADSDEN E						10,000	10,000						BA
RICHLAND 1	4001060	HB RHAME E						10,000	10,000						BA
RICHLAND 1	4001090	PINE GROVE E						10,000	10,000						BA
RICHLAND 1	4001055	SOUTH KILBOURNE E						10,000	10,000						BA
RICHLAND 2	4002075	JOSEPH KEELS E						10,000	10,000						BA
SALUDA	4101006	SALUDA E	19,470	37,950	36,300	13,500	13,500		120,720	BA	BA	BA	BA	A	
SALUDA	4101005	SALUDA M	13,860	22,550	22,550	16,650	14,850		90,460	BA	A	A	BA	BA	
SPARTANBURG 6	4206054	FAIRFOREST M	17,160	29,150	31,350	27,900	10,000		115,560	BA	A	A	A	BA	
SPARTANBURG 6	4206057	ARCADIA E						10,000	10,000						BA
SPARTANBURG 6	4206065	JESSE S BOBO E						10,000	10,000						BA
SPARTANBURG 7	4207068	CARVER JR H	17,490	28,600	27,500	24,750	26,550		124,890	BA	BA	BA	BA	BA	
SPARTANBURG 7	4207077	CLEVELAND E	26,000	26,675	25,630	21,150	19,350		118,805	BA*	BA	BA	BA	U	
SPARTANBURG 7	4207079	HOUSTON E					10,000							BA	
SPARTANBURG 7	4207085	MARY H WRIGHT E	11,550	19,690	19,195	15,705	14,850	10,000	90,990	BA	BA	A	A	A	BA
SPARTANBURG 7	4207069	MYLES W WHITLOCK JR H	28,500	31,900	34,100	27,450	30,150		152,100	U	BA	U	U	U	
SPARTANBURG 7	4207081	PARK HILLS E	13,200	19,800	20,020	16,650	16,650	10,000	96,320	BA	BA	BA	BA	BA	BA
SPARTANBURG 7	4207084	W HERBERT CHAPMAN E	13,860	21,945	21,890	17,055	10,000		84,750	BA	A	A	A	BA	
SPARTANBURG 7	4207080	ZL MADDEN E	19,140	26,895	26,345	21,510	22,410		116,300	BA	A	BA	BA	BA	
SUMTER 17	4317044	CHESTNUT OAKS M	23,250	27,500	25,300	20,025	21,375		117,450	BA*	BA	BA	BA	U	
SUMTER 17	4317031	LEMIRA E					10,000							BA	
SUMTER 17	4317021	ALICE DRIVE M						10,000	10,000						BA
SUMTER 17	4317022	BATES M						10,000	10,000						BA
SUMTER 17	4317029	CROSSWELL DRIVE E						10,000	10,000						BA
SUMTER 2	4302010	R E DAVIS E			22,000	18,450	16,650	10,000	67,100			BA	A	A	BA

DISTRICT	BEDS	SCHOOL	GRANT DISTRIBUTION YEAR							RATINGS BASED YEAR					
	CODE		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
SUMTER 2	4302003	FURMAN M	24,420	39,600	43,450	29,250	10,000		146,720	BA	A	A	A	BA	
SUMTER 2	4302043	LAKEWOOD H		42,350	38,170	28,620	34,380	10,000	153,520	G	BA	G	E	A	BA
SUMTER 2	4302006	MAYEWOOD M	10,000	14,300	13,200	9,900	9,900		57,300	BA*	BA	BA	BA	U	
SUMTER 2	4302008	CHERRYVALE E						10,000	10,000						BA
SUMTER 2	4302002	EBENEZER M						10,000	10,000						BA
SUMTER 2	4302017	RAFTING CREEK E						10,000	10,000						BA
UNION	4401011	EXCELSIOR M	5,214	26,400	26,400	18,000			76,014	BA	A	A	A	A	
UNION	4401014	JONESVILLE E	13,860	21,450	20,900	16,650	10,000		82,860	BA	A	A	A	BA	
UNION	4401002	JONESVILLE H	15,500	17,600	18,150	14,310	14,760		80,320	BA	U/BA	BA	BA	BA/G	
UNION	4401004	SIMS JR H	15,840	25,850	24,750	20,700	20,250		107,390	BA	BA	BA	BA	BA	
UNION	4401003	LOCKHART M						10,000	10,000						BA
UNION	4401017	MONARCH E						10,000	10,000						BA
WILLIAMSBURG	4501014	BATTERY PARK E	9,000	12,100	9,405	7,200	6,885	10,000	54,590	BA*	BA	A	G	G	BA
WILLIAMSBURG	4501012	CE MURRAY H	20,500	23,650	27,500	20,700	20,700		113,050	BA*	BA	BA/E	A/BA	BA	
WILLIAMSBURG	4501011	DP COOPER E	14,000	16,500	13,200	9,450	9,000	10,000	72,150	BA*	BA	BA	BA	A	BA
WILLIAMSBURG	4501017	GREELEYVILLE E					10,000							BA	
WILLIAMSBURG	4501006	HEMINGWAY H		20,350	28,050	22,050	20,475		90,925	A	U	A/BA	G/BA	BA/A	
WILLIAMSBURG	4501021	KINGSTREE E	12,540	20,900	20,570	15,300		10,000	79,310	BA	A	A	A	A	BA
WILLIAMSBURG	4501007	KINGSTREE JR H	12,144	20,350	21,450	16,200	14,085		84,229	BA	BA	A	A	BA	
WILLIAMSBURG	4501008	KINGSTREE SR H	33,000	34,375	35,145	24,435	25,200	10,000	162,155	U	BA	BA	A	A	U
WILLIAMSBURG	4501018	CADES HEBRON E						10,000	10,000						BA
WILLIAMSBURG	4501020	CHAVIS E						10,000	10,000						BA
YORK 3	4603015	CASTLE HEIGHTS M					10,000							BA	
YORK 3	4603033	SUNSET PARK E	21,500	23,375	19,250	16,650	15,300		96,075	BA*	BA	A	A	BA	
STATE SPECIAL	5204003	FELTON LAB SCHOOL		13,200	13,200	10,800	10,800	10,000	58,000	A	U	A	G	A	BA
									0						
TOTAL GRANT			4,268,039	6,621,670	6,826,655	5,616,150	5,537,995	1,110,000	29,980,509						
									0						
									0						



# Appendix B



**SOUTH CAROLINA EDUCATION ACCOUNTABILITY**

ACT OF 1998

**Guidelines for Retraining Assistance Program for School Faculty and Administration**

Issued by the South Carolina Department of Education

Inez M. Tenenbaum  
State Superintendent of Education

Revised and Approved by  
The State Board of Education  
May 12, 2004



## South Carolina Education Accountability Act of 1998

### Guidelines for Retraining Assistance Program for School Faculty and Administration

#### I. Purpose of Funds

***The purpose of these funds is to add one component to the many strategies that are to be combined by the districts to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation. These specific funds will support needed retraining of school faculty and administration in individual schools. Funds made available through this program are limited solely for professional development (retraining) activities identified as part of the revised school renewal plan. These funds must be used to enhance or provide additional opportunities and not replace any existing funds available for professional development initiatives already underway within the school/district.***

These guidelines, established by the State Board of Education through the provisions of the Education Accountability Act of 1998, delineate (1) who is eligible to receive funds, (2) how funds will be distributed, (3) what activities must be completed to direct the expenditure of available funds, and (4) what procedures govern the expenditure of the funds.

#### II. Eligibility Criteria

- A. Schools rated unsatisfactory or below average on the school report cards are eligible to receive retraining funds for three years, provided that the planning requirements described in these guidelines are fulfilled. Funding will be allocated to the school districts on behalf of the eligible schools on a per teacher basis for use only as outlined in the revised school renewal plan or for "preapproved" activities identified by the State Department of Education (SCDE).
- B. Until revised plans are received and approved by the SCDE, acting for the State Board of Education, schools may apply to access the retraining funds by submitting a superintendent-approved draft of the applicable portions of the revised plan or, for newly identified schools, by satisfactorily completing the Office of School Quality application form for "preapproved" activities.
- C. The faculty of the school, with leadership of the principal, must review the school renewal plan and revise it with the assistance of the school improvement council. A model process developed by the SCDE will direct the school's effort during the revision procedures. The model process will ensure the plan contains sufficiently high standards and expectations for improvement. The SCDE will provide training in the model revision process to school renewal planning teams. The principal, as a member of the school planning team, must attend the training. The Office of School Quality may grant exceptions upon request and upon receipt of sufficient documentation justifying the exception from the district superintendent.

#### III. Implementation Procedures

The funds made available in this program are only for professional development (retraining) activities and must support the implementation of an approved revised school renewal plan and the improvement of student academic performance. Retraining activities must comply with the revised National Staff Development Council's *Standards for Staff Development*. **However, these funds must be used to enhance other professional development funds and may not be used to supplant any existing funds already available for professional development activities.**

#### **IV. Fiscal and Technical Requirements**

##### **A. Submission Procedures:**

1. Schools that are newly identified for technical assistance during the current fiscal year must submit their revised school renewal plans to the SCDE's Office of School Quality by April 30 of each fiscal year. The plans must incorporate "preapproved" activities as well as other activities for which retraining funds are requested.
2. All plans must be sent or delivered to the Office of School Quality, State Department of Education, 701 Rutledge Building, Columbia, South Carolina 29201.

##### **B. Funding Period:**

1. The funding period will be from July 1 through June 30 of each fiscal year. All funding and continuances will be contingent upon appropriations from the South Carolina General Assembly.
2. The annual budget year will end June 30 of each fiscal year. If a continuance is granted, there may be provision for a school to "carry over" funds from one fiscal year to the next.
3. Funding may be renewed annually over three years, if school and district actions to implement the revised plan continue. Schools that fail to respond to the survey conducted by the Accountability Division of the Education Oversight Committee (see section V) risk the loss of retraining funds.
4. A school that has received retraining funds for three years may request an extension of funding for up to two additional years. Schools requesting an extension will be directed by a process developed by the SCDE. The SCDE will make a recommendation to the State Board of Education as to whether an extension is needed to sustain academic improvement. Based upon the recommendations of the SCDE, the State Board of Education may grant extensions to schools successfully completing the process.

##### **C. Fiscal Guidelines and Policies:**

1. Funding for the Retraining Assistance Program for School Faculty and Administration will be allocated to school districts on behalf of the eligible schools applying for the funds on a per teacher basis. These funds are to be expended exclusively for the professional development activities in the eligible schools as specified in their revised school renewal plans and/or as authorized in their "preapproved" activities application. The funds will be allocated directly to the districts for eligible schools in accordance with the SCDE finance procedures.
2. Expenditures for retraining activities must be consistent with allowed expenditures as specified in the SCDE's *Funding Manual*.
3. All expenditures of funds are under the authority and jurisdiction of the district superintendent.
4. All expenditures under this program must be audited by a certified public accountant as a part of the district's annual financial audit and must be able to be reviewed using IN\$ITE.

#### **V. Reporting Requirements**

The principal of the school, with the assistance of the district office, is to provide annually to the Accountability Division of the Education Oversight Committee such information on retraining funds as requested by the Accountability Division (see appendix). The

information will be provided no later than the end of June unless the deadline is extended by the Accountability Division.

## **APPENDIX**

## **Accountability Division of the Education Oversight Committee**

### **Process for Review of Retraining Assistance Program 2005–06**

The following process is used by the Accountability Division of the Education Oversight Committee for the review of the Retraining Assistance Program for 2005–06.

#### **(1) Overall Process**

The Accountability Division of the Education Oversight Committee examines data from three sources to complete the review of expenditures of the Retraining Assistance Program: the School Renewal Plan submitted to the State Department of Education; the information provided by the school on the internet survey sent by the Accountability Division to each participating school; and, the student achievement data from each school. As part of the review, the specific professional development activities listed in the School Renewal Plan are compared to the specific activities the school reports on the internet survey sent by the Accountability Division. Discrepancies between the two lists of activities are noted. Information provided through the internet survey is also analyzed through the criteria for evaluation listed below. Student achievement data are then analyzed for improvement consistent with the goals of the School Renewal Plan.

#### **(2) Statutory Authority**

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as below average or unsatisfactory: “The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.”

#### **(3) Criteria for Evaluation**

The criteria used for the review of the Retraining Assistance Program include the following, drawn from the State Board of Education-approved Professional Development Standards for South Carolina: The most important element of the retraining assistance program is the improvement of student learning. During the initial two award years, the use of retraining assistance funds is reviewed and presented as advisory only; the third year review is provided to the State Board of Education for its consideration during deliberations to determine if the grant is to be extended. Student achievement data are considered in the third year review. The reviews in each of the three years consider effective use against the professional development standards shown below. Sample indicator questions, drawn from the sample indicators for each listed standard, are also included.

- **Standards 4 and 5:** Funds are expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers. Sample indicator questions include:
  - ✓ Are professional development activities scheduled to ensure time for recipients to learn together and improve practice?
  - ✓ Is time for professional development activities provided during the work day (e.g., common planning time, peer observation, etc.)?

- ✓ Are all stakeholders in the school involved in the determination of the professional development activities to be conducted?
- ✓ Are professional development activities held at a time when all stakeholders can attend?
- Standards 2, 5, 7, 9 and 12: Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization. Sample indicator questions include:
  - ✓ Do school leaders participate with staff in professional development activities?
  - ✓ Are all stakeholders in the school involved in the evaluation of the effectiveness of the professional development activities conducted?
  - ✓ Is collaboration occurring among the teachers at the school to support change and innovation?
  - ✓ Are the professional development activities designed to relate to ongoing programs at the school?
  - ✓ Are follow-up opportunities provided for all professional development activities, and are the follow-up opportunities monitored and supported with human and financial resources?
- Standards 3 and 8: Funds are expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants. Sample indicator questions include:
  - ✓ Are professional development activities aligned with the school improvement plans?
  - ✓ Are the professional development activities chosen after careful analysis of disaggregated data?
  - ✓ Are professional development activities designed to address gaps in achievement among all student groups?
- Standards 6 and 11: Funds are expended in a manner that recognizes differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices. Sample indicator questions include:
  - ✓ Are the professional development activities presented by credible providers?
  - ✓ Are the professional development activities presented in multiple formats (e.g, action research, self-study, training, etc.)?
  - ✓ Do all training activities provide theory, demonstration, practice, feedback, and coaching opportunities?

#### **(4) Data Sources**

- Guidelines for Retraining Assistance Program
- NSDC Standards for Staff Development
- Professional Development Standards for South Carolina
- School Renewal Plans
- School Survey Responses
- Student achievement data (PACT, HSAP, EOCEP, AP, etc.)

#### **(5) Time Line**

	<b><u>Time frame</u></b>	<b><u>Involved Parties</u></b>
Superintendents notified survey to be sent to principals	early May	EOC, LEAs
Survey sent to principals, with instructions on how to complete the survey and reply deadline	early May	EOC, LEAs
Superintendents notified of response status of schools in district regarding the survey	mid-June	EOC, LEAs
*Superintendents notified of schools not replying to survey	mid-July	EOC, LEAs
*State Board of Education notified of schools not replying to survey	mid-July	EOC, SBE
Analyze non-achievement components of the data, including survey on demographics and attitudes, activities reported by the schools and the School Renewal Plan	July-August	EOC, SCDE

Superintendents and principals notified of non-achievement data analysis, request documentation of inaccurate data deadline three weeks after sent	October	EOC, LEAs
Add school achievement data to other data	As available	EOC
Draft with detail on deficiencies provided to superintendents and principals of schools, request documentation of inaccurate data	mid-Nov	EOC, LEAs
Present final report to EIA Subcommittee and full EOC	mid-Dec	EOC
Forward recommendations to SBE, following EOC action	mid-Dec	EOC

\*These steps provided pending adoption in the FY05 budget of the revision to Proviso 1A.48: "Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines."



# Appendix C



**General Information on the Retraining Assistance Program**  
**Survey Year**  
**2005-2006**

**SCHOOL INFORMATION**

Beds Code

School

District

Principal

Email Address

Telephone

**Amount Awarded 04-05\***

**Amount Awarded 05-06\***

Amount Expended by school in 2005-2006

Fiscal Years in Retraining Assistance Program

1 2 3 4 5 5+

Were you aware that Proviso 1A.48 of the 2005-06 General Appropriations Act

If yes, how much? Please explain.

allows a combination of RAP funds with

Yes

No

Homework Center funds to provide

Don't Know

Professional Development or Extended

School Day?

Did the School Renewal Plan change significantly from 2004-05 to 2005-06?

Yes

No

If yes, please email a copy of the updated plan to Paul Horne at [phorne@eoc.state.sc.us](mailto:phorne@eoc.state.sc.us).

Instructional liaison who significantly contributed to the revision of the School Renewal Plan.

Teacher Specialist

SCDE Curriculum Specialist

Principal Leader

CIF

Office of School Quality

**PRINCIPAL INFORMATION**

Number of years the principal has been at the school.

Number of years the principal has been a principal at any school.

Number of years the principal has worked in the field of education.

Certificated Level

BA BA+18 M.Ed M+30 Ph. D

**TEACHER INFORMATION**

*(Note: Answers to Items 2,3, and 4 must equal Item 1.)*

Total number of certificated staff positions including administrators, media, guidance, etc.

1. Number of teaching positions at the school

2 Number of positions with certified teachers

3. Number of positions out of or without certification

4. Number of positions with critical needs permits.

5. Number of teachers in each range according to years of total experience. (Total must equal Item #1)

First Year [ ] 1 - 5 [ ] 6 - 10 [ ] 11 - 15 [ ] 16 + [ ]

6. Number of teachers in each range according to how long at this school. (Total must equal Item #1)

First Year [ ] 1 - 5 [ ] 6 - 10 [ ] 11 - 15 [ ] 16 + [ ]

7. Number of unduplicated teachers in each category. (One teacher is one Certificated Level - Total must equal Item #1)

Bachelors [ ] Bachelors +18 [ ] Masters [ ] Masters +30 [ ] Doctorate [ ] Not Certificated [ ]

8. Number of teachers in each range according to how far they travel to the school.

1 - 10 miles [ ] 11 - 25 miles [ ] Over 25 miles [ ]

9. Number of teachers not returning for any reason next year.

[ ]

## LIKERT SCALE INFORMATION

Answer the questions about the Retraining Grant Program using the pull-down menu, which includes a Likert scale of:  
*Strongly\_Agree, Agree, Undecided, Disagree, Strongly\_Disagree.*

### Section I. The Program

- |  |  |
|--|--|
| a. Teachers benefited from the program.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| b. Teachers used in class what they learned.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| c. Teachers felt pressured by the program.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| d. Student achievement was affected positively.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| e. Staff responsibilities for activities were identified.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| f. The program fostered improved instruction.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| g. Procedures existed to evaluate effectiveness of the program based on student needs and state assessment scores. | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| h. Procedures existed to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s). | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |

### Section II. Funding

- |  |  |
|--|--|
| a. Funding was available in a timely manner.                                       | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| b. Funding was available for innovative professional development.                  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| c. The program adequately supported the implementation of the School Renewal Plan. | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| d. District procurement procedures did not hinder the process.                     | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| e. SDE procurement procedures did not hinder the process.                          | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| f. Consultant resources were available.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |

### Section III. The Planning Process

- |  |  |
|--|--|
| a. Guidelines for the Retraining Assistance Program were clear.      | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| b. The SDE Model Revision Process for the program were practical.    | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| c. SDE assistance was available.                                     | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| d. SDE assistance was utilized.                                      | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| e. Timeline for the Retraining Grant did not hinder. Implementation. | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| f. Faculty was involved in the planning process.                     | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |

### Section IV. Support

- |   |  |
|---|--|
| a. The school board was supportive of the Retraining Assistance Program activities.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| b. The superintendent was supportive of the Retraining Assistance Program activities. | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |

## Section V. Professional Development

- |   |  |
|---|--|
| a. Professional development was scheduled to minimize teacher absences during class time.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| b. Professional development was scheduled at times teachers could attend.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| c. Each activity was evaluated for effectiveness throughout the year.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| d. Teachers had adequate time to practice skills learned.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| e. Professional development emphasized active participant involvement.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| f. Professional development activities were based on research.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| g. Professional development activities were aligned with previous activities.   | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| h. Administrators participated in the professional development activities with teachers.  | <i>Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree</i> |
| i. List evidence, other than test scores, of the effectiveness of your Retraining Assistance Program (i.e., <b>improved discipline, increased instructional time, increased student attendance</b> ).   |  |
| j. Using the program descriptor or terminology from your School Renewal Plan, please list the title(s) of all activities that were funded with Retraining Assistance funds in previous years that are continuing at the school but for which no additional Retraining Assistance funds are needed. No explanation needed. |  |

Retraining Assistance Program  
Survey Year  
2005-2006

Sample Activity Form					
Activity Number		School			
1. Activity Name					
2. This activity was a continuation of a previous activity.					Yes      No
a.) If yes, how many years has this activity been ongoing?					
3. Primary person who presented this activity					
Administrator	Teacher Specialist/Teacher	District Staff/Consultant	SDE Personnel	Other	
4. Primary person responsible for implementation of this activity at this site					
Principal	Assistant Principal	Lead Teacher	District Staff	Other	
5. Primary format of professional development offered <i>(See Descriptions listed Below)</i>					
<i>Individually-guided</i> - Learning designed by the teacher that relates to the school renewal plan <i>Inquiry</i> - Action research/Collegial study groups <i>Participation in a process</i> - Curriculum development/School improvement <i>Teacher Observation</i> - Peer coaching/Clinical supervision/Teacher evaluation <i>Training</i> - Participation in a course, workshop, or seminar, or conference on site <i>Workshop Off Site</i> - Workshop or conference off site					
6. Describe the professional development activity and how it relates to the School Renewal Plan.					
7. Primary Content Area <i>(See Descriptions listed Below)</i>					
<i>Content and Standards</i> <i>Pedagogy</i> <i>Professional Growth</i> (Stress Management/Cultural Diversity) <i>School Climate</i> (Faculty & Staff Morale/Classroom management/Discipline/Safety) <i>Strategic Planning</i> (Analyzing Test Data/School and Community Relations/Planning Retreats) <i>Technology</i> <i>Increased Parental Involvement</i>					
8. Number of teachers who participated.					
9. Number of administrators who participated.					
10. Number of teacher specialists who participated, if applicable.					
11. Amount of funds encumbered or expended for this activity.					
12. Primary method used to determine if participant knowledge or skill increased during school year.					
Demonstration Lesson	Learning Assessment	Lesson Plan	Personal Learning Log	Observation	Teacher Interview

13. Type of follow-up provided directly related to this activity.					
Classroom visitation by principal	Classroom visitation by asst. principal	Classroom visitation by another teacher	Classroom visitation by consultant	Personal Learning Log	Teacher portfolios
14. How many follow-up activities occurred for this activity?					
None	1	2	3 or More		
15. Primary manner in which this activity is supported by the administration.					
Administrators participate with teachers	Teachers encouraged to collaborate with other teachers		Administrators provide time for teacher collaboration		

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** EIA and Improvement Mechanisms

**Date:** December 10, 2007

### **REPORT/RECOMMENDATION**

Review the design of the Palmetto Priority Schools evaluation.

### **PURPOSE/AUTHORITY**

The Palmetto Priority Schools initiative was approved by the State Board of Education as an alternative to "a State takeover" of the 16 schools subsumed under the Palmetto Priority Schools project. All of the schools, which have extremely high poverty rates, are a part of the project because they have been rated "below satisfactory" and did not make "expected progress" for three consecutive years. The procedural guidelines for monitoring expected progress were established by a recommendation of the State Board of Education (SBE) in 2004— S.C. Code Ann. § 59-18-1520—and are as follow:

### **CRITICAL FACTS**

### **TIMELINE/REVIEW PROCESS**

Ongoing

### **ECONOMIC IMPACT**

**Cost:**

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

## **Palmetto Priority Schools Evaluation**

### **Introduction**

The Palmetto Priority Schools (PPS) project is an intensive long-term collaboration initiative with 16 schools that have not met student learning goals mandated in the South Carolina Education Accountability Act. The initiative was approved by the State Board of Education as an alternative to “a State takeover” of the schools, which have extremely high numbers of economically disadvantaged students, that have been rated as “below satisfactory” and did not make “expected progress” for three consecutive years. The procedural guidelines for monitoring expected progress were established by a recommendation of the State Board of Education (SBE) in 2004— S.C. Code Ann.§ 59-18-1520—and are as follow:

**Beginning with the November 2003 report card, any school that receives an absolute report card rating of unsatisfactory will be monitored to determine if expected progress is being met.**

**Both of the following criteria must be met to demonstrate expected progress.**

**Criterion One: Attain a minimum absolute value of 1.8 and**

**Criterion Two: A) Increase the school’s absolute value .3 of a point, or  
B) Improve the absolute rating at least one level.**

**Schools must continue to increase .3 of a point for each two-year period until the absolute rating is higher than the unsatisfactory category.**

The Education Oversight Committee established an agreement with the SC Department of Education to evaluate the Palmetto Priority Schools project. The evaluation aims to achieve the following objectives:

Within five academic years, in the Palmetto Priority Schools<sup>1</sup>

1. At least 75 percent of students in each school will score Basic or above on state standards-based assessments;
2. At least 50 percent of eighth graders will score Proficient or above on state standards-based assessments;
3. At least 75 percent of each high school’s 2008 entering ninth grade class will graduate on-time;
4. Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

### **Design Focus**

One part of the evaluation design focuses on data that are routinely reported by the school districts to the SC State Department of Education. The other part of the design, which focuses on primary data collection in a subsample of the 16 schools for spring 2008-2011, postulates that student academic performance has four sources:

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<sup>1</sup> This is the conclusion of the 2011-2012 school year for the 16 schools designated as Palmetto Priority Schools in spring 2007.

1. **Home environment**—encompasses structural characteristics (e.g., SES, racial/ethnic composition, residential patterns), parental involvement in education, parent-child interactions, neighborhood characteristics, parent psychological distress, and religiosity.
2. **School climate**—teacher expectations and beliefs about student achievement, administrative leadership, resources, institutional support, the degree of collegiality within the school (e.g., teachers, counselors, course specialist), teacher job satisfaction, degree of teacher responsibility for student outcomes, teacher classroom management, and the amount of institutional change in recent years.
3. **Student motivation for learning**—academic efficacy and aspirations, school engagement, and motivation for learning and achievement.
4. **Health status**—chronic illnesses, symptoms of distress (e.g., sleep difficulty, feelings of anxiety/depression, eating problems, agitation, and physical problems), and mental health issues.

### **Background and Significance**

Although we know that all of the PPS schools are rated “below satisfactory” and are plagued by high rates of poverty, we know very little about other relational factors that may contribute to their unfortunate status. Past research has clearly documented that economically disadvantaged children are more likely to earn lower grades, score lower on achievement tests, and suffer from socioemotional problems such as depression and anxiety than those from more affluent families (e.g., Brooks-Gunn & Duncan, 1997; Conger, Ge, & Elder, 1994; Cooper & Crosnoe, 2007; McLoyd, 1998). They also are more apt to be placed in special education programs and lower curricular tracks, retained or drop out of school, and less likely to receive a high school diploma. These negative effects are more pronounced for African American than Euro-American children (Children’s Defense Fund, 2003; Huston, 1999; Jargowsky, 1994; McLoyd, 1998). To explain these associations, researchers have consistently focused on either the home or school environment. Seldom are both environments assessed in a single study, and even fewer utilize a longitudinal approach to examine the effects of continuities/discontinuities in home and school environments on children’s cognitive and socioemotional functioning.

The present evaluation examines the effects of home and school environments on the academic performance of a subsample of the PPS middle and high school students. The goal is to determine if and to what extent each environment contributes to student achievement. The evaluation also assesses whether continuity or discontinuity in the environments is significantly affecting student performance, and if so, which factors within the environments are most important for enhancing student achievement over time. Due to the complex nature of the environments that will be assessed, the evaluation design calls for an intensive, longitudinal, mixed-method approach that will use a variety of data sources in order to adequately investigate the independent relations of schools and families to student academic performance.

The wealth of data collected allows us to “triangulate” data and information—an evaluative technique in which qualitative and quantitative data from multiple sources are brought together to enhance the credibility of evaluation findings and provide a richer and more insightful portrayal of the multiple dynamics and outcomes from a project (NSF, 2002). This part of the evaluation contributes to extant literature in that it focuses on understanding the processes by which various home and school indicators affect student academic

performance rather than simply highlighting correlates of their economic status. In the following section, we briefly review the key literature of the four sources noted above as contributors to student academic performance.

## **1. Home Environment**

The results of numerous studies converge in showing that economic hardship indirectly affects children's academic performance through its impact on parenting behavior (Brody, Stoneman, & Flor, 1995; Brooks-Gunn, Duncan, & Maritato, 1997; Conger, Conger, & Elder, 1997). Parental child rearing practices and behaviors are influenced by their beliefs about the way children develop (Himelstein, Graham, & Weiner, 1991; Miller, 1988), and the goals and expectations that they have for children (Darling & Steinberg, 1993; Harwood, Schoelmerich, Ventura-Cook, Schulze, & Wilson, 1996; Hess, Price, Dickson, & Conroy, 1981; Rothstein, 2004). Past research has documented that parental aspirations and perceived efficacy enhance children's own sense of efficacy and academic aspirations (Betz & Hackett, 1986; Bong, 2004; Lent, Brown, & Hackett, 1994). In essence, children who have strong beliefs in their academic efficacy consider more occupational options as a possibility. They also are more likely to show a greater interest in the occupations, put forth an effort to prepare themselves educationally for different career pursuits, and to persist and succeed in their academic coursework.

Parents who have high educational aspirations for their children and believe they can contribute to their realization can also affect their children's cognitive development independently of their impact on their children (DePlanty, Coulter-Kern, & Duchane, 2007). One way this can be accomplished is for parents to ensure that teachers are well aware of the importance they place on education by advocating on behalf of their children in relation to the school system. Indeed, teachers are more likely to be committed to children whose parents are more involved in their educational process, and the educational impact of parents is more pervasive if the influence is exerted via teacher expectations for student achievement rather than simply mediated through parental effects on children (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996).

Past research has documented that economic disadvantage and loss diminish parents' capacity to be supportive, consistent, and involved in their children's lives, and parental psychological distress derived from an excess of negative life events and undesirable living conditions mediate the link between economic hardship and parenting behavior (e.g., Conger, Conger, Elder, Lorenz, Simons, & Whitbeck, 1992; Elder, Liker, & Cross, 1984; Elder, Nguyen, & Caspi, 1985; Gutman & Eccles, 1999; Mistry, Vandewater, Huston, & McLoyd, 2002). These relations are much more pronounced for African American children whom are more likely to experience persistent economic hardship (Brody & Flor, 1998; Duncan & Rodgers, 1988; Proctor & Dalaker, 2003). Most of the studies highlighting the effects of persistent economic hardship (i.e., poverty) have been conducted in rural and suburban areas. The present evaluation fills an important gap in the literature because students in urban schools make up more than half of the subsample from which primary data are collected.

## **2. School Climate**

Extant literature has clearly documented that teachers play a key role in student achievement (e.g., Chenoweth, 2007; College Board, 2002; Lawrenz, Huffman, & Robey,

2003) and teacher characteristics, teaching practices, and level of professional development in classroom management have been shown to be extremely important in distinguishing between effective versus ineffective teachers (Burton, Whitman, Yepes-Baraya, Cline, & Kim, 2002). Teachers who use hands-on learning, emphasize higher-order thinking skills in instruction, and have participated in professional development classes in teaching diverse students tend to have substantially higher-achieving students (e.g., Love, 2005; Wenglinsky, 2000; Willis, 1998). In addition, students have been shown to learn more from teachers with good basic skills test scores (Ferguson, 1991), high verbal skills (Ballou & Podgursky, 1997), and a major or minor in the field in which they teach (Fetler, 1999; Goldhaber & Brewer, 1999; Monk, 1994; Wenglinsky, 2000). Research also has shown effective teachers to be those who have specific, pedagogically relevant content expertise that includes knowledge of how best to elucidate concepts and demonstrate methods (Brownell, Furry, & Hecsh, 2001). Moreover, effective teachers tend to have instructional practices that emphasize thinking and reasoning, problem solving, the importance of concept development, and are flexible enough to accommodate students who have different learning styles (VanTassel-Baska, Feng, & McFarlane, 2006).

In addition to the relations between teacher background characteristics, classroom management, job satisfaction, and the quality of teaching practices, past research has shown school quality, in terms of the structure, goals, educational philosophy, leadership, disciplinary policies, responsiveness to different cultures, and overall school climate, to be important indicators of student performance (Chenoweth, 2007; Kenu & Rimpela, 2002; Mac Iver, 1990; Mizelle, 1999; Morgan and Hertzog, 2001; Riley & Nuttall, 1994). Although we know that school quality factors are more likely to exert influence on student performance indirectly through teachers and classrooms, it is important to know how these factors operate and affect student learning. Thus, in addition to teacher interviews, primary data collection for this evaluation includes interviews with administrators about resources available to teachers, financial support by the district, availability of necessary equipment for classes; requirements for, and selectivity in, curricular tracks; policies and practices associated with science, math, social studies, and English/language arts classes; and interactions with parents, students, and teachers.

### **3. Student Motivation**

A major part of children's academic performance is mediated through the socialization practices of their parents. However, children's own academic efficacy and aspirations also are important contributors to their academic outcomes. Previous research has shown that children who believe they can exercise some control over their own learning and mastery of coursework tend to have better academic performance than those who do not have such beliefs (Bandura, 1993; Zimmerman, 1995). Individuals with stronger self-efficacy beliefs and expectations experience better career, academic, and life outcomes in general (Close, 2001; Lent, Brown, & Hackett, 1994; Torres & Solberg, 2001).

Studies of student motivation to learn indicate that after controlling for student cognitive ability, the more students believe they are academically competent and can develop their abilities or intelligence through effort, the more likely they are to approach, persist at, and master moderately challenging academic tasks (e.g., Bandura, 1997; Dweck & Leggett, 1998). Second, student motivation studies have documented that the more students find an academic subject intrinsically interesting and important with respect to other goals or

values, the more likely they are to invest in learning the subject and to choose related courses and activities in the future (e.g., Eccles, 1998; Schiefele, 1991). Third, studies of academic goals have demonstrated that student orientation toward the goals of mastery and self-improvement are closely tied to the use of deep processing and effective problem-solving strategies when learning (e.g., Dweck & Legett, 1998; Midgley, 1993). Eccles and colleagues (1998) maintained that core types of psychological phenomena—student academic competence related beliefs, academic values, and academic goals—can be the basic motivational building blocks that underlie patterns of academic engagement in the classroom. Therefore, the primary data collection part of the present evaluation examines these motivation building blocks in the sample of PPS project students to determine their effects on the student academic performance.

#### **4. Health Status**

Economically disadvantaged students are at much greater risk for negative outcomes in physical and mental health, and they face many ecological barriers and restraints that keep them from achieving their true potential (Brooks-Gunn & Duncan, 1997; McLoyd, 1998). Given the number of children who are at risk because of economic circumstances, it is important that we identify the processes through which family economic status might affect student achievement. This is especially true for students in the PPS project who are at-risk for both low economic status and academic performance. Therefore, this evaluation examines the mental and physical health status of the PPS students to determine their effects on student engagement in school and overall academic performance.

#### **Overall Research Design**

As noted above, this evaluation utilizes data from all sixteen schools that are reported by the districts to the SC Department of Education. Primary data are collected in English/language arts, math, science, and social studies classes in four schools (two each of middle and high schools), which are located in urban and rural areas, to provide an in-depth assessment of various factors in home and school environments that affect student academic performance.

#### **Scope of Data**

The PPS evaluation collects data to use in exploring the influences of both the individual attributes of adolescents and the attributes of their home and school environments on their academic performance. Data collection includes the following:

**Parents/Primary Caregivers** are interviewed in the school, home, or mutually decided on location (e.g., church, community center, etc) about the following:

- education and employment
- household income and economic assistance
- parent-adolescent interaction and communication
- parent's familiarity with the adolescent's friends
- involvement in education
- academic efficacy
- educational aspirations for children
- perceived stress and emotional support
- neighbor characteristics
- health-affecting behaviors

**Students** are asked to complete surveys on these indices:

- beliefs about their classroom activities
- perceived family support
- connections with teachers and peers
- academic motivation, efficacy, and aspirations
- attitudes toward school
- engagement and effort in school

**Teachers** are interviewed and asked to respond to questionnaires on the following attributes:

- sense of efficacy
- beliefs about student achievement
- classroom management
- interactions with students
- job satisfaction
- descriptions of instructional materials and their use in the target section
- content and pedagogy instructional decisions and factors that influence them
- changes in policies and practices that have an effect on course instruction
- school leadership, resources
- school climate—school leadership and resources, institutional support of staff, the degree to which beliefs about education are shared by other teachers, the degree of collegiality within the school, perceptions of their responsibility for student outcomes, extent of control they have within the school and/or classroom, and the amount of institutional change in recent years and its effects on student and staff outcomes.

**School level administrators** are interviewed to learn about specific policies and practices at the state, district, and school levels that bear on math, science, and English/language arts curriculum practices (e.g., who gets taught by whom, why, and to what effect?)

- **Principal and/or Vice-Principal**—asked to describe course curriculum and how curriculum decisions are made in the subject areas of math, science, and English/language arts (i.e., decisions about course content, curriculum guidelines, and textbooks). Also, interviews assess adequacy of resources for course instruction and characterize any important changes in curriculum policy and practice, the source of those changes, and their possible effects on student achievement.
- **Department chairs**—interview protocol asks about department resources, teacher qualifications, and oversight of instruction. Also, asked how students are assigned to courses, how teachers are assigned to courses, and strengths and weaknesses of the department's program.
- **School counselors**—interview includes questions about how students are assigned to courses and the role of student choice in the process; if tracks exist in the school and to characterize them; and to explain how the curriculum differs for and how students are assigned to them. Also asked to characterize the nature of the student body at their school according to student ability and behavior.

**District level administrators** are interviewed to determine understanding of district and state initiatives and how they are passed on to schools.

- **Assistant Superintendent for Curriculum**—interview protocol focuses on district policies and the district's implementation of state policies in the areas of middle and high school math, science, and English/language arts. Respondents are asked to describe how decisions are made about curriculum, including curriculum frameworks, textbooks, and testing; characterize changes in state and district policies and practices and their effects on students, teachers, and administrators; and provide an overview of staff development programs in math, science, and English/language arts.
- **Math, science, and English/language arts specialists**—asked to characterize the programs of instruction in their areas; respond to questions concerning changes at the district level for course requirements, course content, textbooks, guidelines, and testing; and to describe how their efforts influence student achievement and any evidence for such effects.
- **Testing directors**—asked to describe in detail the nature, purpose, and effects of district and state testing programs; how programs influence placement of students, course offerings, and course content/instructional practices; and to provide examples and sources of evidence to support responses.

Other data, which are reported to the SC Department of Education, are utilized on attributes such as these:

### Students

- mental health status
- chronic and disabling conditions
- end of course tests and credits earned
- performance on end of grade tests
- average school attendance
- performance on Palmetto Achievement Challenge Tests (PACT)\*
- enrollment in high school credit courses\*
- performance on High School Assessment Program (HSAP) exam\*\*
- enrollment in AP classes\*\*

### School Level

- absolute school rating
- adequate yearly progress
- performance trends over 4-year period
- percent of students scoring 70 or above on end of course tests
- retention rate

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\* Data are collected from middle school students

\*\*Data are collected from high school students

- attendance rate
- allocation of PPS expenditures
- performance of PACT by group for 4 courses\*
- percent of student enrolled in high school credit courses\*
- High School Assessment Program (HSAP) exam passage rate\*\*
- HSAP passage rate by spring 2006\*\*
- graduation rate\*\*

### **Teachers\*\*\***

- educational attainment
- teachers with advanced degrees
- continuing contract teachers
- classes not taught by highly qualified teachers
- teachers with provisional certificates
- teachers returning from previous year
- attendance rate
- average salary
- professional development days

### **School Level**

- principal's years at school
- student-teacher ration in core subjects
- prime instructional time
- dollars spent per pupil
- percent of expenditures for teacher salaries
- percent of expenditures for instruction
- parents attending conferences
- percent of classes not taught by highly qualified teachers
- student attendance
- analysis of partnership relationships and activities between the PPS districts/schools and area universities/colleges

### **District Level**

- initiatives and PPS improvement plans
- percent of classes in low poverty schools not taught by highly qualified teachers
- percent of classes in high poverty schools not taught by highly qualified teachers
- student attendance

In each district, teachers, assistant superintendent (s) for curriculum, course specialists (math, science, language arts, and social studies), directors of testing, research, and staff

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\* Data are collected from middle school students

\*\*Data are collected from high school students

\*\*\* Data are collected at the individual and school level

development are candidates for interviews. The following are among the types of evaluation techniques that are employed:

- Surveys of students and parents/primary caregivers.
- Classroom site visits and observations.
- Document analyses: report cards end of course assessments, etc.
- Interviews with PPS middle-school students, teachers, principals, and counselors. Group interviews and/or focus groups will be utilized for cost-efficiency.

### **Evaluation Schedule**

The start date for this evaluation is upon completion and approval of the design. With the Year 1 published report due in the spring 2009, much needs to happen quickly in order to meet the deadline. Initial contacts have been made to facilitate meetings with district/school leaders, and before the end of the month, we will have access to data that are reported to the SC Department of Education. These activities provide a basis for developing the baseline profile for each school. They also give us the opportunity to 1) begin preliminary analyses; 2) know what types of data and information are available for the spring report to the SC Department of Education; 3) develop a narrative for each school, and 4) begin developing an assessment instrument to collect future PPS data to ensure that all schools provide basically the same data in the same type of format to facilitate our review and analysis in subsequent years.

Within the next couple of weeks, an advisory panel of experts will be established who will serve as a valuable resource that we will call upon throughout the PPS evaluation. We also will contact either universities/colleges or retired teacher organizations that are in close proximity to the respective PPS schools to contract for research assistants to collect data from the schools in the spring.

The EOC will prepare a letter to send to the principal or Palmetto Priority Schools Coordinator of each school. The letter provides a description of data collection activities that will be done over the course of the evaluation and highlights data needed during the first three months of the evaluation. In the upcoming months, the PPS evaluator will visit all of the schools to discuss the project and data collection. Noted below are the timelines for which data are collected and reported.

## Timelines/Schedule of Deliverables

Task	Delivery/Task Completion Date
Convene evaluation advisory group	December 6, 2007
Contract for extra-EOC services	December 10, 2007
Interviews with parents	
Interviews with teachers and school administration	
Initial analyses of student, teacher and parent survey data	December 14, 2007
Meet with leadership in each school and district	December 17, 2007
Establish working relationships	
Develop narrative for each school	
Develop baseline profile for each school	December 21, 2007
Primary data collection in sample schools	Jan 4—Apr 4, 2008
Year One Interim Report to SBE	March 2008
Analyze Year One performance and profile data and primary data collection	August 1, 2008
Meet with leadership in each school and district to review Year One profiles/leadership at SDE <sup>1</sup>	September 12, 2008
Establish working relationships	
Develop narrative for each school	
Modify data collection and evaluation strategies based on Year One	September 19, 2008
Publish Year One Report	September 26, 2008
Year Two Interim Report to SBE	March 2009
Analyze Year Two performance and profile data/primary data collection	August 7, 2009
Meet with leadership in each school and district to review Year Two profiles/leadership at SDE	September 11, 2009
Re-establish working relationships	
Review developed narrative for each school	
Modify data collection and evaluation strategies based on Year Two	September 18, 2009
Publish Year Two Report	September 25, 2009
Year Three Interim Report to SBE	March 2010
Analyze Year Three performance and profile data/primary data collection	August 6, 2010
Activities for conclusion of evaluation <sup>2</sup>	September 2012
Conclude analyses of process, leading and results data	
Convene advisory group to explore data and develop	
Conclusions and recommendations	

<sup>1</sup> Beginning with this task, the 2008-2009 cycle repeats for years 3, 4, and 5. To the extent possible, tasks will be conducted earlier than the 2007-2008 year.

<sup>2</sup> Activities will be conducted throughout fall semester

## EOC Annual Budget for Palmetto Priority Schools Evaluation

Director of Evaluation (.45 FTE)

Administrative Assistant (.10 FTE)

Advisory Committee Meetings (2)	\$ 2,000
Contractual Services (unspecified)	\$ 50,000
Supplies, Postage	\$ 2,000
Travel (2 trips to each school @ \$100)	\$ 3,200
Materials	\$ 2,500
Printing	\$ 5,000
Other Costs	\$ 10,000
Total	\$ 74,700 plus personnel



November 26, 2007

TO: Members, EOC

FROM: Melanie Barton

RE: Budget and Proviso Recommendations for Fiscal Year 2008-09

The EIA and Improvement Mechanisms Subcommittee will meet on December 4, 2007 to finalize its recommendations for Fiscal Year 2008-09. The Subcommittee report will then be mailed via overnight delivery to you.

Should you have questions, please contact me at your convenience.

Harold C. Stowe  
CHAIRMAN

Alex Martin  
VICE CHAIRMAN

Michael R. Brenan

Bill Cotty

Robert C. Daniel

Thomas O. DeLoach

Dennis Drew

Mike Fair

Barbara B. Hairfield

Robert W. Hayes, Jr.

Buffy Murphy

Joseph H. Neal

Jim Rex

Neil C. Robinson, Jr.

Robert E. Walker

Kent M. Williams

Kristi V. Woodall

Jo Anne Anderson  
EXECUTIVE DIRECTOR

## EDUCATION OVERSIGHT COMMITTEE

Subcommittee: None

Date: December 10, 2007

### REPORT/RECOMMENDATION

Adoption of objectives for 2007-2008

### PURPOSE/AUTHORITY

SECTION 59 6 10. Appointment of committee.

- (A) (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

SECTION 59 6 110. Duties of Accountability Division.

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

### CRITICAL FACTS

Each year the EOC establishes annual objectives to guide the work of the EOC and to allocate resources in a priority manner. These draft objectives arose from discussions at the August 14-15 meeting. An initial draft was sent to EOC members in late August. After receiving comments, the first draft of objectives was revised to yield the document before the EOC today.

### TIMELINE/REVIEW PROCESS

August - September 2007

### ECONOMIC IMPACT

**Cost:** EOC Operating: \$1,363,370; CDEPP: 398,000; Public Awareness: \$226,392; Family Involvement: \$47,000

**Fund/Source:**  
EIA

### ACTION REQUEST

☒ For approval

☐ For information

**ACTION TAKEN**

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

DRAFT OBJECTIVES FOR 2007-2008  
Adopted October 8, 2007

1. Continue the implementation of the Education Accountability Act of 1998 and fulfill other responsibilities assigned by the General Assembly, including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot program proviso and those made by special requests, including
  - Establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates; and
  - Conducting a comparative examination of ratings methodologies including simulations with the Measures of Academic Progress (MAPS) assessments.
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
  - Determining the assignments of NBPTS-certified teachers; their availability to work in high poverty settings and their impact on student achievement;
  - Working with school administrators and teacher preparation institutions to understand the differences between the competence level of the teacher graduate and the competence level needed in the classroom;
  - Emphasizing the need for valid and reliable data on student performance to guide improvements in policy and practice at the middle grades;
  - Convening a stakeholder effort to define the instructional technology infrastructure needed in our classrooms;
  - Following the progress of the Palmetto Priority Schools; and
  - Advocating for public choice innovation schools.
3. Increase partnerships among those who invest in South Carolina's schools by:
  - Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
  - Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders;
  - Providing information for and connections among those building community infrastructure in support of higher student achievement; and
  - Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.
4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.
5. (to be reviewed in December 2007) Promote innovations and foster urgency to accelerate improvements in student, school and state performance.